

St Bede's Catholic Primary School



PSHE, Relationships Education, Relationships and Sex Education (RSE) and Health Education Curriculum Progression

Nursery

	Diocesan Themes						Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social		
Diocesan Themes EYFS	<p>I can:</p> <ol style="list-style-type: none"> 1. Say 'please' and 'thankyou' 2. Say 'sorry' 3. Show care for others 	<p>I know:</p> <ul style="list-style-type: none"> • That God loves me and I can talk to God through prayer • What I am good at 	<p>I know:</p> <ol style="list-style-type: none"> 1. That I am living and growing <p>I can:</p> <ol style="list-style-type: none"> 2. Name similarities and differences between myself and others Keep clean by washing and drying my hands 3. 	<p>I know:</p> <ol style="list-style-type: none"> 1. What I like dislike <p>I can:</p> <ol style="list-style-type: none"> 2. Say how I feel at different times 	<p>I know:</p> <ul style="list-style-type: none"> • Who can help me in school • That I belong to a family and can name my family members <p>I can:</p> <ul style="list-style-type: none"> • Identify special people (family, carers, friends) in my life • Show friendly behaviour towards others 		
Development Matter PSED 3-4	<ul style="list-style-type: none"> • Talk with others to solve conflicts • Develop their sense of responsibility and membership of a community. 				<ul style="list-style-type: none"> • 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. 		

Reception

	Diocesan Themes						Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social		
Diocesan Themes EYFS	<p>I can:</p> <ol style="list-style-type: none"> 1. Talk about the good things in my life 2. Be patient when I do not always get what I want straight away 	<p>I know:</p> <ul style="list-style-type: none"> • That I am made by God • That Jesus cares for me and I am part of God's family • That Jesus tells us to love one another 	<p>I know:</p> <ol style="list-style-type: none"> 1. That a baby grows inside its mother's womb before birth 2. Identify living things <p>I can:</p>	<p>I know:</p> <ul style="list-style-type: none"> • What I like and dislike <p>I can:</p> <ul style="list-style-type: none"> • Say how I feel at different times 	<p>I know:</p> <ul style="list-style-type: none"> • When people are being unkind to me and others and how to respond <p>I can:</p> <ul style="list-style-type: none"> • Ask questions about the wider world 		
Development Matter PSED Reception & ELG	<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 		
					<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. 		

Year 1

	Diocesan Themes						Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social		
Diocesan themes KS1	I can: <ul style="list-style-type: none"> Be courteous, for example, remembering to say, 'please' and 'thank you' without prompting Be forgiving, able to say sorry to mend relationships Be caring, aware of the needs of others TENTEN – Module 2 Unit 3 Session 3 Physical contact	I know: <ul style="list-style-type: none"> That I am special because I am made and loved by God That prayer is listening to God as well as talking to Him TENTEN – Module 2 Unit 3 Session 2 Good secrets and bad secrets	I know: <ul style="list-style-type: none"> That a baby moves as it grows in its mother's womb I can: Describe the similarities and Differences between different people (general) Say what I should do to keep my body healthy, (exercise, food, teeth, sleep, keeping clean) TENTEN – Module 2 Unit 3 Session 4 Harmful substances	I know: <ol style="list-style-type: none"> That we all have different likes and dislikes I can: <ol style="list-style-type: none"> Name happy and sad times in my life Manage my feelings and behaviour TENTEN – 2 Unit 2 treat oth	I know: <ol style="list-style-type: none"> Who to go to if I am worried or need help That there are different types of teasing and bullying which are wrong and unacceptable and how to respond I can: <ol style="list-style-type: none"> Recognise what makes people special Be friendly and can make friends Get adult help if someone is hurt TENTEN – Module 3 Unit 1 		

					Session 2		
					Who is my		

					neighbour?	
<p>PSHE Association KS1 Programme of Study</p>	<p>Health Education (Health and well-being) H11. about different feelings that humans can experience</p> <p>Relationships R8. simple strategies to resolve arguments between friends positively R22. about how to treat themselves and others with respect; how to be polite and Courteous</p> <p>TENTEN – Module 2 Unit 3 Session 5 Can you help me?</p>	<p>Health Education (Health and well-being) H21. to recognise what makes them special</p> <p>TENTEN – Module 2 Unit 1 Session 1 God loves you</p> <p>TENTEN – Module 2 Unit 2 Session 1 Special people</p>	<p>Health Education (Health and well-being) 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</p> <p>Relationships R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p>	<p>Health Education (Health and well-being) H11. about different feelings that humans can experience</p> <p>Relationships 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</p> <p>TENTEN – Module 3 Unit 2 Session 1 The communities we live in.</p> <p>TENTEN – Module 3 Unit 1 Session 1 Three in one</p>	<p>TENTEN – Module 2 Unit 2 Session 3 - And say sorry</p>	

			<p><u>Living in the wider world L6.</u> to recognise the ways they are the same as, and different to, other people</p>			
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Year 2

	Diocesan Themes							Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social			
Diocesan themes KS1	<p>I can:</p> <ul style="list-style-type: none"> Look after myself and show respect to others Be honest, able to tell the truth about my actions Accept that I do not always get what I want <p>TENTEN Module 3 Unit 1 Session 2</p>	<p>I know:</p> <ol style="list-style-type: none"> That Catholics belong to the Church family and that Jesus cares for all That Jesus tells us to forgive one another That I have individual gifts, talents 	<p>I know:</p> <ol style="list-style-type: none"> That babies change and grow and that there are life stages from conception to death Identify the needs of people and other living things <p>I can:</p>	<p>I know:</p> <ul style="list-style-type: none"> That how I act can have consequences I can: Talk about my mood and know that how I am feeling is a normal part of daily life <p>TENTEN – Module 1 Unit 2 Session 3 & 4 Clean and Healthy</p>	<p>I know:</p> <ol style="list-style-type: none"> That healthy families love, care and protect one another and that there are different family structures and these should be respected. How my behaviour affects other people and that there are appropriate and inappropriate behaviours 			

	<p>Who is my neighbour?</p> <p>TENTEN – Module 3 Unit 2 Session 1 The communities we live in</p> <p>TENTEN – Module 3 Unit 1 Session 1 Three in one</p>	<p>and abilities, given by God</p> <p>TENTEN – Module 1 Unit 2 Session 2 Girls and Boys</p> <p>TENTEN – Module 1 Unit 3 Session 3 Super Susie Gets Angry</p>	<p>3. Describe how to keep safe in the sun</p> <p>TENTEN – Module 1 Unit 2 Session 2 Girls and Boys</p> <p>TENTEN – Module 1 Unit 3 Session 3 Super Susie Gets Angry</p>	<p>TENTEN – Module 1 Unit 2 Session 1 I am unique</p> <p>TENTEN – Module 1 Unit 4 Session 1 The cycle of life</p>	<p>3. Recognise the characteristics of positive and negative relationships</p> <p>4. How to use simple rules for resisting pressure when I feel unsafe or uncomfortable</p> <p>I can:</p> <ol style="list-style-type: none"> 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 <p>TENTEN – Module 1 Unit 3 Session 1 Feelings ,likes and dislikes.</p>	
<p>PSHE Association KS1 Programme of Study</p>	<p>Relationships</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p>	<p>Health Education (Health and well-being)</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p>	<p>Health Education (Health and well-being)</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>	<p>Health Education (Health and well-being)</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range</p>	<p>Relationships</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their Own</p> <p>R4. to identify common features of family life</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>Living in the wider world</p> <p>L4. about the different groups they belong to</p>	

			<p>H10. about the people who help us to stay physically healthy H26. about growing and changing from young to old and how people's needs</p> <p>Change</p> <p><u>Living in the wider world</u></p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>of words to describe feelings</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>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</p> <p>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</p> <p>H24. how to manage when finding things difficult</p> <p><u>Living in the wider world</u></p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p>L5. about the different roles and responsibilities people have in their community</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p>	
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Year 3

	Diocesan Themes					Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social	
Diocesan Themes Lower KS2	<p>I can:</p> <ul style="list-style-type: none"> Be courteous, showing good manners at home and in school Be forgiving, able to say sorry and not hold grudges against those who have hurt me Be honest, able to be truthful in my relationships with others <p>TENTEN – LKS2 Module 2 Unit 3 Session 2 Drugs, Alcohol and Tobacco</p>	<p>I know:</p> <ul style="list-style-type: none"> That I can spend time with God in prayer by myself and with others which helps me in life That following Jesus’ teaching on forgiveness can help me in my relationships my friends That God wants me to use my individual gifts, talents and abilities <p>TENTEN – LKS2 Module 2 Unit 1 Session Jesus, My friend</p> <p>TENTEN</p>	<p>I know:</p> <ol style="list-style-type: none"> How a baby grows and develops in its mother’s womb <p>I can:</p> <ul style="list-style-type: none"> Describe a healthy life-style, including physical activity, dental health, healthy eating, sleep and hygiene Describe how and why to keep safe in the sun <p>TENTEN – LKS2 Module 2 Unit 3 Session 3 Safe in my body</p>	<p>I can:</p> <ul style="list-style-type: none"> Confidently say what I like and dislike Describe the wider range of my feelings I know: That some behaviour is unacceptable <p>TENTEN – LKS2 Module 2 Unit 3 Session 5 First Aid Heroes</p>	<p>I know:</p> <ul style="list-style-type: none"> That I can go to a number of different people for help in different situations That there are different types of relationships including those between acquaintances, friends, relatives and family What bullying is (including cyberbullying) and how to respond How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online <p>I can:</p> <ol style="list-style-type: none"> Show care and concern for the special people in my life 	

		LKS2 Module				
		3 Unit 2 Session 1 How do I love others?			<p>2. Be friendly, able to make and keep friends.</p> <p>3. Make a clear and efficient call to emergency services if necessary</p> <p>TENTEN – Module 1 Unit 1 Session 1 Get up</p> <p>TENTEN – Module 1 Unit 1 Session 2 The sacrament</p> <p>TENTEN – LKS2 Module 3 Unit 1 Session 2 A Community of love</p>	
PSHE Association Programme of Study KS2	TENTEN – LKS2 Module 3 Unit 1 Session 1 A Community of love		TENTEN – LKS2 Module 2 Unit 3 Session 1 Sharing online TENTEN – LKS2 Module 2 Unit 3 Session 2 Chatting online	<p><u>Health Education</u> (Health and well-being H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>TENTEN – LKS2 Module 2 Unit 2 Session 2 When things feel bad</p>	<p><u>Health Education</u> (Health and well-being H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 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</p>	

					<p>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</p> <p>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</p> <p><u>Relationships R1.</u> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R12. to recognise what it means to</p>	
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					<p>'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>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</p> <p>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</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>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</p> <p>Living in the wider world</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>	
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Year 4

	Diocesan Themes							Cross curricular subjects and dates
		Moral	Spiritual	Physical	Emotional	Social		
Diocesan Themes Lower KS2	I can: <ol style="list-style-type: none"> 1. 2. 3. 4. TENTEN Session 1 TENTEN the church?	Be grateful to others for the good things in my life Be respectful of myself and others, recognising differences Accept that I do not always get what I want and show an awareness of why this is Be caring, aware of the needs of others and responding to those needs <ul style="list-style-type: none"> • LKS2 e 1 Unit 3 Community of Love <ul style="list-style-type: none"> • LKS2 e 3 Unit 1 n 2 What is	I know: <ul style="list-style-type: none"> • That life is precious and given by God • That belonging to the Church family means that I should love other people in the same way as Jesus does TENTEN – LKS2 Module 1 Unit 3 Session 3 I am thankful!	I know: <ol style="list-style-type: none"> 1. I can: <ol style="list-style-type: none"> 2. 3. TENTEN puberty	That my body is changing as I grow and some of the changes that occur throughout life 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 Describe the needs of people and other living things, including the need to reproduce	I can: <ul style="list-style-type: none"> • Describe changes that happen in life e.g. loss, separation, divorce and bereavement • Cope with natural negative emotions and show resilience following setbacks • Describe some ways to maintain good mental health (exercise, diet, sleep, company) TENTEN – LKS2 Module 1 Unit 2 Session 2 Respecting our bodies TENTEN – LKS2 Module 1 Unit 4 Session 1 Life cycles	I know: <ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. I can: <ol style="list-style-type: none"> 5. 6. TENTEN	That not all images, language and behaviour are appropriate The difference between good and bad secrets What bullying is (including cyberbullying) and how to respond How to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online Show concern for the communities to which I belong , aware that my behaviour has an impact upon them Identify injustices in the

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										Session 2 What am I looking at?		
PSHE Association Programme of Study KS2	<p>Health Education (Health and well-being H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Relationships 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</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>		<p>Health Education (Health and well-being H30. to identify the external genitalia (and internal) reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>TENTEN – LKS2 Module 1 Unit 2 Session 4 Changing Bodies</p> <p>TENTEN – LKS2 Module 1 Unit 2 Session 5</p>	<p>Health Education (Health and well-being 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</p> <p>TENTEN – LKS2 Module 1 Unit 3 Session 1 What am I feeling?</p>	<p>Relationships R21. about discrimination: what it means and how to challenge it</p> <p>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</p>							

			Girl/Boy separate discussions TENTEN – LKS2 Module 3 Unit 2 Session 1 How do we love others?	TENTEN – LKS2 Module 1 Unit 2 Session 1 We don't have to be the same		
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Year 5

	Diocesan Themes					Cross curricular subjects and dates
	Moral	Spiritual	Physical	Emotional	Social	
Diocesan Themes Upper KS2	I can: <ul style="list-style-type: none"> Be courteous in my dealings with friends and strangers Demonstrate my gratitude to others for the good things in my life through words and actions Be honest, striving to live truthfully and with integrity, using good judgement Be compassionate, able to empathise 	I know: <ul style="list-style-type: none"> That we are all children of God and made in God's image and likeness That prayer and worship nourish my relationship with God and support my relationships with others The importance of forgiveness and reconciliation in relationships and the challenges involved in following Jesus' teaching on forgiveness TENTEN – UKS2	I know: <ul style="list-style-type: none"> 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 The facts and science relating 	I can: <ul style="list-style-type: none"> Be confident in my relationships with my peers in various situations, including online Describe how my emotions may change and intensify as I grow and move through puberty Describe the impact that 	I know: <ul style="list-style-type: none"> 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 How to report and get help if I 	

	<p>with the suffering of others and displaying the generosity to help</p> <p>TENTEN – UKS2 Module 2 Unit 3 Session Types of abuse</p> <p>TENTEN – UKS2 Module 2 Unit</p>	<p>Module 1 Unit Session 1 Calming the storm</p> <p>TENTEN – UKS2 Module 1 Unit Session Is God calling you?</p>	<p>immunisation and vaccination</p> <ul style="list-style-type: none"> About the impact of unsafe exposure to the sun and how to reduce the risk of sun damage <p>TENTEN – UKS2 Module 2 Unit 3 Session 4 Impacted lifestyles</p>	<p>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.</p> <p>I know: 4. That some behaviour is unacceptable,</p>	<p>encounter inappropriate materials or messages</p> <ul style="list-style-type: none"> How to use technology safely I can: Show care and concern for the special people in my life and put their needs before my own Be loyal, able to develop and sustain friendships Describe some basic first-aid, dealing with common injuries 	
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	Session 1 ~Under pressure	TENTEN – UKS2 Module 3 Unit 1 Session 1 The Trinity.	TENTEN – UKS2 Module 2 Unit 3 Session 5 Making good choices	unhealthy or risky TENTEN – UKS2 Module 2 Unit 3 Session 2 Cyberbullying	TENTEN – UKS2 Module 2 Unit 3 Session 6 Giving assistance	
PSHE Association Programme of Study KS2		TENTEN – UKS2 Module 3 Unit 1 Session 2 Catholic social teaching TENTEN – UKS2 Module 3 Unit 2 Session 1 Reaching out.	<u>Health Education (Health and well-being)</u> 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 H32. about how hygiene routines change during the time of puberty, the	<u>Health Education (Health and well-being)</u> H17. to recognise that feelings can change over time and range in intensity 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 <u>Relationships</u> R13. the importance of seeking support if feeling lonely or excluded TENTEN – UKS2 Module 2 Unit 2 Session Self talk	<u>Health Education (Health and well-being)</u> H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) 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	

			<p>TENTEN – UKS2 Module 2 Unit 2 Session 2 – Do you want a piece of this cake?</p> <table border="1" data-bbox="958 440 1240 612"> <tr> <td>TENTEN – UKS2 Module</td> <td></td> </tr> <tr> <td>2 Unit 2 Session 2</td> <td></td> </tr> <tr> <td>Sharing isn't always caring</td> <td></td> </tr> </table>	TENTEN – UKS2 Module		2 Unit 2 Session 2		Sharing isn't always caring			<p>Relationships 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</p> <p>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</p> <p>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-toface relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact;</p>	
TENTEN – UKS2 Module												
2 Unit 2 Session 2												
Sharing isn't always caring												

					<p>how to report concerns</p> <p><u>Living in the wider world</u></p> <p>L4. the importance of having compassion towards others; shared responsibilities</p>	
					<p>we all have for caring for other people and living things; how to show care and concern for others L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	

Year 6

		Diocesan Themes					Social	Cross curricular subjects and dates
		Moral	Spiritual	Physical	Emotional			
Diocesan Themes Upper KS2	I can: 1. Be forgiving, developing the	I know: 1. That the Church is the Body of	I know: 1. About the week by week	I can: 1. Describe some of the	I know: 1. That there are a number of different people and			

	<p>skills to allow reconciliation in relationships</p> <ul style="list-style-type: none"> Be respectful of my own and others uniqueness, demonstrating respect for difference (Protected Characteristics) Be self-disciplined and able to delay or even deny myself <p>TENTEN – UKS2 Module 1 Unit 2 Session 1 Gifts and talents</p>	<p>Christ in the world and what Church teaching says about showing love for others (Catholic Social Teaching)</p> <p>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)</p> <p>TENTEN – UKS2 Module 1 Unit Session 1 Calming the storm</p> <p>TENTEN – UKS2 Module 3 Unit 1 Session 1 The Trinity.</p> <p>TENTEN – UKS2 Module</p>	<p>development of the baby in its mother’s womb</p> <ul style="list-style-type: none"> 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 About the differences between boys and girls with regard to puberty and Reproduction About the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating, sleep, hygiene, drugs and alcohol. <p>TENTEN – UKS2 Module 1 Unit 2 Session 4 Spots and Sleep</p> <p>TENTEN – UKS2 Module 1 Unit 3 Session 2 Girls Bodies</p>	<p>varied emotions that accompany the changes that happen in life, e.g. loss, separation, divorce and bereavement</p> <p>2. Show resilience and manage risk in order to resist unacceptable pressure and show determination and courage when faced with new challenges</p> <p>TENTEN – UKS2 Module 1 Unit 3 Session 3 Emotional changes</p>	<p>2. organisations I can go to for help in different situations and how to contact them</p> <p>3. How to make informed choices in relationships</p> <p>4. That my increasing independence brings increased responsibility to keep myself and others safe</p> <p>5. How to report and get help if I encounter inappropriate materials or messages</p> <p>I can:</p> <p>6. How to use technology safely</p> <p>7. Speak out about injustice in the wider world and what I can do to help</p> <p>Be just and fair, acting with integrity to show understanding of the impact of my actions locally, nationally and globally</p> <p>TENTEN 3</p>	
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		3 Unit 1 Session 2 Catholic social teaching	TENTEN – UKS2 Module 1 Unit 3 Session 1 Body image	online	– UKS2 Module 1 Unit Session 4 Seeing stuff
PSHE Association Programme of Study KS2	<u>Health Education</u> (Health and well-being H27. to recognise their individuality and personal qualities	TENTEN – UKS2 Module 3 Unit 2 Session 1 Reaching out	<u>Health Education</u> (Health and well-being H4. how to recognise that habits can have both positive and negative effects on	<u>Health Education</u> (Health and wellbeing H18. about everyday things that affect feelings and the	<u>Health Education</u> (Health and well-being H21. to recognise warning signs about mental health and wellbeing and how to

<p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p><u>Relationships</u> R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings</p>	<p>a healthy lifestyle</p> <p>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.</p> <p>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</p> <p>and ability to learn</p> <p>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)</p> <p>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</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g.</p>	<p>importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to</p>	<p>seek support for themselves and others</p> <p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>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</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H50. about the organisations that can support people concerning</p>
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	<p>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</p> <p>Living in the wider world L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>				<p>manage transitions between classes and key stages</p>	<p>alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Relationships</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	
			<p>cigarettes, ecigarettes/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</p> <p>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</p> <p>TENTEN – UKS2 Module 1 Unit 4 Session 1 Making babies part 1</p> <p>TENTEN – UKS2 Module</p>			<p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Living in the wider world L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday</p>	

			<p>1 Unit 4 Session 1 Making babies part 2</p> <p>TENTEN – UKS2 Module</p> <p>1 Unit 2 Session 2</p> <p>Girl's Bodies</p>			<p>choices can affect the environment (e.g. Reducing, reusing, recycling; food choices) 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</p>	
			<p>TENTEN – UKS2 Module</p> <p>1 Unit 2 Session 3</p> <p>Boy's Bodies</p>				

RSE: By the end of primary school:

Relationships Education

1. Families and people who care for me	Pupils should know <ul style="list-style-type: none">•(a) that families are important for children growing up because they can give love, security and stability.•(b) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. •(c) that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.• (d) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up.• (e) that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• (f) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
2. Caring friendships	Pupils should know <ul style="list-style-type: none">• (a) how important friendships are in making us feel happy and secure, and how people choose and make friends. • (b) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• (c) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• (d) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• (e) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
3. Respectful relationships	Pupils should know

	<ul style="list-style-type: none"> • (a) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • (b) practical steps they can take in a range of different contexts to improve or support respectful relationships. • (c) the conventions of courtesy and manners. • (d) the importance of self-respect and how this links to their own happiness. • (e) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • (f) about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • (g) what a stereotype is, and how stereotypes can be unfair, negative or destructive. • (h) the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>4. Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) that people sometimes behave differently online, including by pretending to be someone they are not. • (b) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • (c) the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • (d) how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • (e) how information and data is shared and used online.
<p>5. Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • (b) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • (c) that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • (d) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • (e) how to recognise and report feelings of being unsafe or feeling bad about any adult. • (f) how to ask for advice or help for themselves or others, and to keep trying until they are heard. • (g) how to report concerns or abuse, and the vocabulary and confidence needed to do so. • (h) where to get advice e.g. family, school and/or other sources.

Physical Health and Wellbeing

6. Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none">• (a) that mental wellbeing is a normal part of daily life, in the same way as physical health.• (b) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• (c) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• (d) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• (e) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• (f) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• (g) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.• (h) that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.• (i) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).• (j) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
7. Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none">• (a) that for most people the internet is an integral part of life and has many benefits.• (b) about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

	<ul style="list-style-type: none"> • (c) 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. • (d) why social media, some computer games and online gaming, for example, are age restricted. • (e) 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. • (f) how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • (g) where and how to report concerns and get support with issues online.
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8. Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) the characteristics and mental and physical benefits of an active lifestyle. • (b) 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. • (c) the risks associated with an inactive lifestyle (including obesity). • (d) how and when to seek support including which adults to speak to in school if they are worried about their health.
9. Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) what constitutes a healthy diet (including understanding calories and other nutritional content). • (b) the principles of planning and preparing a range of healthy meals. • (c) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
10. Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

11. Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • (a) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • (b) about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • (c) the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • (d) about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • (e) about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • (f) the facts and science relating to allergies, immunisation and vaccination.
12. Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • (a) how to make a clear and efficient call to emergency services if necessary. • (b) concepts of basic first-aid, for example dealing with common injuries, including head injuries
13. Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • (a) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • (b) about menstrual wellbeing including the key facts about the menstrual cycle

Resources

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

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

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

<https://maestro.cornerstoneseducation.co.uk/dashboard> HYPERLINK "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> association.org.uk/s
[ystem/files/Guide%20for%20PSHE%20Leads%20in%20the%20event%20of%20school%20closures.pdf](https://www.pshe-association.org.uk/system/files/Guide%20for%20PSHE%20Leads%20in%20the%20event%20of%20school%20closures.pdf) HYPERLINK "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> HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"early HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"years/early HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"years HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"personal HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"social HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal"- HYPERLINK "https://www.twinkl.co.uk/resources/home-early-years/early-years-

[personal-social-and-emotional-development/early-years-seal](https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal)"and HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"- HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"emotional HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"- HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"development/early HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"- HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"years HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"- HYPERLINK "<https://www.twinkl.co.uk/resources/home-early-years/early-years-personal-social-and-emotional-development/early-years-seal>"seal HYPERLINK "<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> HYPERLINK "<https://www.bbc.co.uk/bitesize/subjects/zmpfb9q>" KS1

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

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

<https://www.twinkl.co.uk/search?term=PSHE+KS+1> HYPERLINK "<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/> HYPERLINK "<http://www.mccrimmons.com/shop/relationships/>"

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

CAFOD – Catholic Agency for Overseas Development <http://cafod.org.uk/Education/Primary>

[HYPERLINK "http://cafod.org.uk/Education/Primary-schools"](http://cafod.org.uk/Education/Primary-schools)- HYPERLINK

["http://cafod.org.uk/Education/Primary-schools"](http://cafod.org.uk/Education/Primary-schools)schools HYPERLINK

"http://cafod.org.uk/Education/Primary-schools"_ **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> HYPERLINK

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

All That I Am - Relationships and Sex education for Upper KS2 published by the Archdiocese of Birmingham <http://all> HYPERLINK ["http://all-](http://all-)

[that-i-am.co.uk/"](http://all-that-i-am.co.uk/)- HYPERLINK ["http://all-that-i-am.co.uk/"](http://all-that-i-am.co.uk/)that HYPERLINK ["http://all-that-i-am.co.uk/"](http://all-that-i-am.co.uk/)- HYPERLINK [\[am.co.uk/"\]\(http://all-that-i-am.co.uk/\)i HYPERLINK \["http://all-that-i-am.co.uk/"\]\(http://all-that-i-am.co.uk/\)- HYPERLINK \["http://all-that-i-am.co.uk/\]\(http://all-that-i-am.co.uk/\) HYPERLINK \[\\[am.co.uk/"\\]\\(http://all-that-i-am.co.uk/\\)\]\(http://all-that-i-</p></div><div data-bbox=\)](http://all-that-i-</p></div><div data-bbox=)

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> HYPERLINK

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

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 HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf" content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf" HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf" HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf" HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS1.pdf" (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 HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS2.pdf" content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS2.pdf" HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS2.pdf" HYPERLINK "http://dawsa.org.uk/wp-content/uploads/2019/09/NP_2055_Domestic%20Abuse%20Awareness%20Programme%20For%20Schools%20-%20PSHE%20Session%20Plans%20KS2.pdf" HYPERLINK "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)