



PSHE

CURRICULUM: PSHE



St Paul's
Catholic Primary School

Christ at the Centre, Children at the Heart

CURRICULUM NARRATIVE



ME & MY RELATIONSHIPS

Year 6



Bullying including online safety



Life to the Full: Created to Love others Unit 1 & 2

Welcome to secondary school!

Year 5



Bullying including online safety



Relationships

Year 4



Relationships



Bullying including online safety



Life to the Full: Created to Live in Community Unit 1 & 2

Year 3



Bullying including online safety



Life to the Full: Created to Love others Unit 1 & 2

Year 2



Good to be me



Relationships



Bullying including online safety



Citizenship – caring for others

Year 1



Life to the Full: Created to Love others Unit 1 & 2



Bullying including online safety



Relationships



Good to be me

EVFS



Good to be me



Bullying including online safety

Your PSHE journey starts here!

CURRICULUM NARRATIVE



LIVING IN THE WIDER WORLD

Year 6



Where does food come from



Economic well-being



Life to the Full: Created to Live in Community Unit 1 & 2

Welcome to secondary school!



Cultural diversity



The importance of debate



Understanding democracy



Citizenship – difference between right and wrong

Year 5



Where does food come from



Understanding money and economic awareness



Charities and voluntary organisations

Year 4



Understanding money



Cultural diversity

Year 3



Life to the Full: Created to Live in Community Unit 1 & 2



Understanding money

Year 2



Understanding money



Looking after the environment



Cultural diversity



Citizenship

Year 1

EVFS



Life to the Full: Created to Live in Community Unit 1 & 2



We are all different and special



Understanding money

Your PSHE journey starts here!

CURRICULUM NARRATIVE



KEEPING SAFE

Welcome to secondary school!

Year 6



Dangers of risk-taking behaviour



Bullying including online safety



Legal and illegal drugs – understanding the dangers



Peer group pressure – drug use



Bullying including online safety

Year 5



Bullying including online safety



Stranger danger



Alcohol – understanding the dangers

Year 4



Water safety



Road safety



Smoking – understanding the dangers



Bullying including online safety

Year 3



Bullying including online safety



Recognising comfortable and uncomfortable feelings



Fire and rail safety

Year 2



Introduction to drugs – safe and unsafe medicines



Beach and water safety



Bullying including online safety

Year 1

EVFS



Bullying including online safety



Safety – dangers around us



Life to the Full: Created to Love Others – Keeping Safe Unit 3

Your PSHE journey starts here!

CURRICULUM NARRATIVE



HEALTHY LIFESTYLES & WELLBEING

Year 6



Healthy lifestyles



Healthy lifestyles - sleep



Going for goals

Preparing for life after Primary School

Welcome to secondary school!



Going for goals



Life to the Full: Created and Loved by God



Mental health and body awareness



Healthy lifestyles

Year 5



Mental health and well-being



Life to the Full: Created and Loved by God – Unit 1, 2 & 4



Healthy lifestyles

Year 4



Changes that happen in life
Going for goals



Healthy lifestyles



Life to the Full: Created and Loved by God – Unit 3



Developing resilience

Year 3



Changes in our lives



Mental health and well-being



Life to the Full: Created and Loved by God – Unit 1 & 2



Healthy lifestyles

Year 2



Healthy lifestyles



Life to the Full: Created and Loved by God – Unit 3 & 4

Year 1



Keeping healthy – food and exercise



Life to the Full: Created and Loved by God – Unit 3 & 4

EYFS

Your PSHE journey starts here!

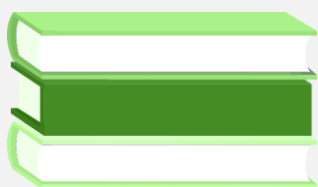
CURRICULUM NARRATIVE

Careers

Through clear direction within PSHE and RSE, children are exposed to a range of careers.

They learn about jobs within the community, public sector and other more specialised job roles.

Children have opportunities to reflect on a career they aspire for and the skills they might need to reach their goals.



Virtues

Our character virtues of respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief, run through our PSHE curriculum and are designed to help children develop their sense of self and be ready to move with confidence onto their next chapter.

Through learning about mental health and being safe, the children develop a sense of resilience, responsibility and confidence. Parliament, stewardship and British Values education enables children to develop their sense of justice.

Overall, the PSHE curriculum, alongside the character virtues supports pupils in becoming ready for the wider world in secondary school and as adults.

Threshold Concepts



Me & My Relationships

Understanding our relationship with God, our family and our friends. Understanding the cycle of life and growing up in the body given to us by God.



Healthy lifestyles and Wellbeing

Healthy eating, importance of exercise, first aid, mental health and developmental changes.



Living in the Wider World

Demonstrating respect for difference, understanding careers, financial capability and being stewards of God's world.



Keeping Safe

Concepts of bullying, abuse, harmful substances, online safety and water, rail, fire and road safety.

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.

CURRICULUM NARRATIVE

Intent

At St Paul's Catholic Primary School our PSHE curriculum aims to embrace each child, offering them a safe opportunity to explore themselves, their relationships and the wider world around them.

Learning will give children the skills and knowledge necessary for the future. Pupils will be able to express their feelings and emotions and share opinions with others. They will learn to respect other people's differences and develop the skills to form healthy relationships. Pupils will know the importance of living a healthy life and will be equipped with ways to protect their own physical and mental health and that of others. They will also be taught ways to keep themselves and others safe. As a result of this we believe that our children will become healthy, independent and responsible members of society who have the confidence to tackle many of the moral, social and cultural issues that are part of growing up.

Our curriculum aims to promote positive physical, mental and emotional well-being, which is fundamental in the lives of our children, both now and as they grow and mature. Wellbeing and good mental health are of paramount importance at St Paul's. We aim to provide an environment in which pupils learn to understand and monitor their own feelings as well as feel empowered to seek support should they need it. Pupils are taught to develop a positive growth mind-set through teaching in PSHE lessons, where resilience, perseverance and independence is celebrated.

Implementation

Our PSHE curriculum delivers all statutory requirements outlined in the Statutory Government Guidance. The Ten:Ten RSE programme is followed across school and is supplemented with additional resources and programmes that provide pupils with a spiral, coherent PSHE and RSE curriculum. Using a thematic approach, our PSHE curriculum has four core learning themes.

- Me & my relationships
- Living in the wider world
- Keeping safe
- Healthy lifestyles and well-being.

Year groups will work on similar themes at the same time, with references being made to prior learning and a clear focus on progression throughout. All year groups have timetabled PSHE time, but we also encourage a cross-curricular approach to the development of PSHE skills and understanding. Often planning will be tailored to suit the cohort and reflect the priorities of the school and local community.

The curriculum has been designed to provide opportunities for pupils to develop the skills, knowledge and understanding they need to grow into independent and respectful members of society, by addressing topics most relevant in this current climate. We believe that our PSHE curriculum provides plentiful opportunities to voice opinions, clarify understanding and encourages openness within discussion which contributes to the personal development of each individual. At St Paul's Catholic Primary School we subscribe to Picture News. Each week there is a new 'Big Question' to be discussed linked to a particular British Value, this allows children to share their opinions and engage in debates. Through the use of Picture News, we keep our children up to date with the fast-changing world around them, helping them to challenge their ideas and pre-conceptions; ultimately helping them to broaden their horizons and enable our children to deal with the modern world.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

All aspects of school life uphold positive values, morals and beliefs which are in line with the core British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We aim to equip children with the knowledge, skills and strategies to live healthy, happy, full, safe and responsible lives.

Impact

Pupils will be able to effectively manage their relationships and make informed lifestyle choices. They will be able to apply their learning to real life situations and make positive contributions to the wider community in which they live and beyond. Attitudes and behaviour demonstrate respect, tolerance and high aspirations of themselves.

Children will leave us ready for their next step into Secondary school and are armed with skills, knowledge and understanding that they can take forward into adulthood. Our children leave us prepared for life in an ever-changing modern Britain. They have the tools they need to succeed, keep themselves safe and thrive.

SUPPLEMENTARY LONG-TERM PLAN

Year 6

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Encouragement	Communication	Self-motivation	Co-operation	Self-discipline	Decision-making
<u>Keeping safe</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Living in the wider world</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
	<u>Keeping Safe</u>		<u>Keeping Safe</u>		
<p>Dangers of risk-taking behaviour</p> <p>I understand how increased freedom as we get older means potentially having more risks to negotiate. I can explain the difference between a risk, a danger and a hazard. I can describe the range of skills needed in an emergency. I can understand that some behaviour is unacceptable, unhealthy or risky. I understand that my increased independence brings increased responsibility to keep myself and others safe. I know about some basic first aid, dealing with common injuries.</p> <p>Crucial Crew</p> <p>Leadership training</p>	<p>Bullying including online safety</p> <p>I understand how to manage complex or conflicting emotions. I understand how the internet is an integral part of life, but technology should be used safely. I understand that the internet can be a negative place which can have a negative impact on mental health. I can be confident in my relationships with my peers in various situations, including online. I can know how to report and get help if I encounter inappropriate materials or messages online.</p> <p>RHSE – Life to the Full: Created to Love others - Unit 1 & 2</p> <p>I know that God calls us to love others. I know that pressure comes in different forms and what those different forms are. I am aware of strategies that can be adopted to resist pressure. I can discuss and reflect on different scenarios in which it is right to say 'no'. I can learn about how thoughts and feelings impact on actions and develop strategies that will positively impact my actions.</p> <p>Leadership training</p>	<p>Where does our food come from?</p> <p>I understand how geography and climate have an impact on the availability of food and drink. I know about the different steps in the food chain. I can understand types of farming and have an awareness of animals' welfare needs. I can consider who has responsibility for our health and the health of the UK population.</p> <p>Economic well-being</p> <p>I understand than planning my spending helps me to stay in control of my money. I understand that we should all be critical consumers, thinking carefully about how we use our money. I understand the consequences of financial scams and how they might make me feel. I understand that it is important to consider any risks and potential consequences before borrowing money including the impact on my feelings and those of others. I can describe some ways in which the government uses money to provide for my needs and those of the wider community.</p> <p>Leadership training</p>	<p>RHSE – Life to the Full: Created to Live in Community – Unit 1 & 2</p> <p>I know that the Holy Spirit works through us to bring God's love and goodness to others. I know the principles of Catholic Social Teaching. I know that God formed us out of love, to know and share His love with others. I can find ways in which I can spread God's love in our community.</p> <p>Legal and illegal drugs – understanding the dangers</p> <p>I can understand the impact that poor lifestyle choices can have on my health. I can describe how to resist unhelpful pressure and ask for help. I know about some of the risks and effects of legal and illegal substances. I can explain how while it is difficult, habits can be changed or stopped.</p> <p>Leadership training</p>	<p>Healthy lifestyles</p> <p>I can give advice and choose a balanced and varied amount of food and drinks. I can understand the short and long term effects of diet on health. I can compare the cost of food, drinks and meals. I can understand that different food and drinks provide different amounts of energy. I can use nutrition labels and nutrition information correctly. I know how to recognise the early signs of physical illness.</p> <p>Healthy lifestyles - Sleep</p> <p>I understand the importance of sufficient and good quality sleep for good health. I understand how lack of sleep can affect weight, mood and ability to learn.</p> <p>Leadership training</p>	<p>Going for goals</p> <p>I understand the different ways of achieving and celebrating personal goals. I know how having high aspirations can support personal achievements. I can identify skills that will help in future careers. I can think of what type of job I might like to do when I am older. I can understand how people can work collaboratively towards shared goals. I know ways to manage setbacks and re-frame unhelpful thinking.</p> <p>Preparing for life after Primary School</p> <p>I can understand that my increasing independence brings increased responsibility to keep myself and others safe. I can describe changes that occur and how this can cause conflicting feelings. I can describe what helps people to cope with feelings associated with transition.</p> <p>Leadership training</p>

SUPPLEMENTARY LONG-TERM PLAN

Year 5

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Encouragement	Communication	Self-motivation	Co-operation	Self-discipline	Decision-making
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Living in the wider world</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
<u>Keeping Safe</u>			<u>Keeping Safe</u>		
<p>Relationships I can be loyal, able to develop and sustain relationships. I can show care and concern for special people in my life and put their needs before my own. I can explain the key characteristics of friendships. I understand the importance of friendships and strategies to build positive friendships. I can understand how to make informed choices in relationships. I understand how to respond appropriately to a wider range of feelings of others. I understand the importance of permission seeking and giving in relationships. I can be forgiving, developing the skills to allow reconciliation in relationships.</p> <p>Citizenship – Difference between right and wrong I can be courteous, showing good manners at home and in school. I can be honest, striving to live truthfully and with integrity, using good judgement. I can be just and fair, understanding the impact of my actions I can describe how the school community ensures nobody is excluded or discriminated against. I can be compassionate, able to empathise with the suffering of others, displaying the generosity to help.</p>	<p>Bullying including online safety I can describe how discrimination can be shown through bullying and other hurtful behaviours. I can describe the consequences of bullying and how this might make people feel and act. I can explain my responsibility to do something if I witness bullying. I understand that sometimes people behave differently online, including pretending to be someone they are not. I can understand the need for age restrictions on social media and games. I know how to recognise risks online and take steps to report abuse, understanding the confidence needed to do so.</p>	<p>Understanding democracy I can be just and fair, acting with integrity, understanding the impact of my actions locally, nationally and globally. I can understand why and how laws and rules are made. I can speak out about injustice in the wider world and what I can do to help. I can understand how to take part in making and changing rules. I understand how having high aspirations can support personal achievements.</p> <p>The importance of debate I can explore the importance of style and structure when developing a clear argument. I can build confidence when speaking. I can understand the importance of accuracy and truthfulness in debate. I can learn how to respond to and challenge arguments. I can think about how I can work effectively as part of a team during a formal debate.</p>	<p>Cultural diversity I can respect my own and others uniqueness, demonstrating respect for difference. I know about the factors that make people the same or different. I can understand the importance of living in right relationships with the range of national, regional, religious and ethnic identities in the United Kingdom and beyond. I understand about the lives, values and customs of people living in different places. I can speak out about injustice in the wider world and what I can do to help.</p> <p>Peer group pressure – drug use I can understand influences on behaviour, including peer pressure and media influence. I can show resilience and manage risk to resist unacceptable pressure and ask for help. I can understand the concept of privacy and that it is not always right to keep secrets I can understand how some habits are unhealthy and can be hard to change. I understand the risk and effects of legal and illegal substances. I can describe the impact of poor lifestyle choices on mental health.</p>	<p>Healthy lifestyles I can use advice to choose a balanced variety of food and drinks. I know that different nutrients have different functions. I understand the short and long term effects of diet on health. I can understand how water is used by the body during physical activity and nutrients may be needed before, during and after. I can understand the impact that poor lifestyle choices can have on my health including physical activity, dental health, healthy eating and hygiene. I know how to seek support if I am worried about my health.</p> <p>Mental health and body awareness I can understand how images in the media can distort reality. I can understand how images in the media can affect how people think about themselves. I can understand how negativity affects health and wellbeing. I can recognise and challenge stereotypes. I can understand how information and data is shared and used online. I can understand how information, including that from search engines is ranked, selected and targeted.</p>	<p>RHSE – Life to the Full: Created and Loved by God I understand that physically becoming an adult is a natural phase of life. I know that lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God’s great plan. I know about the unique growth and development of humans, and the changes that girls and boys will experience during puberty. I know about how my emotions will change as I grow up. I know how a baby grows and develops in its mother’s womb. I know how to make good choices that have an impact on my health: rest, sleep, exercise, personal hygiene ect.</p> <p>Going for goals I can be grateful to others for the good things in my life. I can recognise my achievements and set personal targets for the future. I can take part in developing new responsibilities, making and changing rules.</p>

SUPPLEMENTARY LONG-TERM PLAN

Year 4

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Integrity	Reflection	Trust	Resourcefulness	Respect	Resilience
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Keeping safe</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
	<u>Keeping Safe</u>			<u>Living in the wider world</u>	
<p>Relationships</p> <p>I can be caring, being aware and responding to the needs of others.</p> <p>I can show care and concern to special people in my life.</p> <p>I can be honest, able to be truthful in my relationships with others.</p> <p>I understand that there are different types of relationships including those between acquaintances, friends, relatives and family.</p> <p>I understand the characteristics of family life including commitment and care.</p> <p>I understand the importance of spending time together as a family.</p> <p>I understand that other families sometimes look different to my own.</p> <p>I can recognise if family relationships are making individuals feel unhappy or unsafe and how to seek help or advice.</p>	<p>Bullying including online safety</p> <p>I can understand what bullying is (including cyber-bullying) and how to seek help and advice.</p> <p>I can understand how to take steps to solve problems that have impacted others.</p> <p>I understand that respect is also needed towards those we contact online, including when we are anonymous.</p> <p>I can know how to recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online.</p> <p>I understand how to keep personal information private online.</p> <p>RHSE – Life to the Full: Created to Live in Community – Unit 1 & 2</p> <p>I know that God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’.</p> <p>I know that the human family can reflect the Holy Trinity in charity and generosity.</p> <p>I know that God wants His Church to love and care for others.</p> <p>I can devise practical ways of loving and caring for others.</p>	<p>Where does our food come from?</p> <p>I can explore where our food comes from across the world.</p> <p>I understand that food can travel long distances for us to eat it and locate the origins of our food on a world map.</p> <p>I can consider why we import some of the food we eat.</p> <p>I can consider problems experienced by farmers globally because of climate.</p> <p>Understanding money and economic awareness</p> <p>I understand the reasons for using different forms of payment including the difference between debit and credit cards.</p> <p>I know that if someone doesn’t have enough money they have the choice to borrow, but that this money has to be paid back.</p> <p>I can describe the jobs I might do to earn money when I am older.</p> <p>I can explain how my spending decisions can help support others e.g buying fairtrade products, using charity shops.</p>	<p>Stranger danger</p> <p>I can understand that not all images, language and behaviour are appropriate.</p> <p>I can identify risk in a range of situations.</p> <p>I can understand the difference between good and bad secrets.</p> <p>I can understand how to keep safe in the local environment.</p> <p>I can identify when, how and who to alert if there is danger.</p> <p>I know about the importance of keeping personal boundaries and how to respond safely to people we may encounter</p> <p>Alcohol – understanding the dangers</p> <p>I can recognise negative pressure to make unhealthy choices.</p> <p>I can explain what a habit is and how habits can be hard to change.</p> <p>I can describe how common drugs in everyday life can change the way people feel.</p>	<p>Mental health and well-being</p> <p>I understand what mental health is and how it is as equally important as physical health.</p> <p>I understand how isolation and loneliness can affect people and who can help.</p> <p>I know that it is common for people to experience mental health and that there is support available.</p> <p>I know where and how to seek support if I am worried about my own or someone else’s mental well-being.</p> <p>I know the benefits of exercise, rest, time with friends and hobbies on our mental well-being and happiness.</p> <p>I understand the importance of rationing time spent online to impact our mental and physical well-being.</p> <p>Charities and voluntary organisations</p> <p>I can understand the roles that people in the wider community have to help others stay healthy and safe.</p> <p>I can give examples of different ways of asking for help and support.</p> <p>I can be caring, aware of the needs of others and respond to those needs.</p> <p>I can identify injustices in the wider world.</p> <p>I can show concern for the communities to which I belong, aware that my behaviour has an impact upon them.</p> <p>I can understand how to be a part of a community and why people may volunteer to do things.</p>	<p>RHSE – Life to the Full: Created and Loved by God – Unit 1, 2 & 4</p> <p>I know that we are created individually by God who is Love designed in His own image and likeness.</p> <p>I know that similarities and differences between people arise as they grow and make choices, and that by living and working together we create community.</p> <p>I know about the need to respect and look after our bodies as a gift from God through what we eat and physically do.</p> <p>Healthy lifestyles</p> <p>I know that food and drinks provide energy.</p> <p>I can understand that food and drinks can affect health and the advantages of healthy eating and drinking.</p> <p>I can explore factors involved in food and drink choice.</p> <p>I can discuss the development of teeth in our body.</p>

SUPPLEMENTARY LONG-TERM PLAN

Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Integrity	Reflection	Trust	Resourcefulness	Respect	Resilience
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Keeping safe</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
<u>Healthy lifestyles and well-being</u>	<u>Keeping safe</u>				
<p>RHSE – Life to the Full: Created to Love others - Unit 1 & 2</p> <p>I know that God loves, embraces, guides, forgives, and reconciles us with him and one another. I know the importance of forgiveness and reconciliation in relationships and some of Jesus’ teaching on forgiveness. I know ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong. I know the difference between a group of friends and a ‘clique’. I can develop a greater awareness of bullying, know that all bullying is wrong and how to respond to bullying.</p> <p>Developing resilience</p> <p>I can cope with natural negative emotions and show resilience following setbacks. I can describe some ways to maintain good mental health including self-care techniques</p>	<p>Bullying including online safety</p> <p>I can understand what makes a positive, healthy friendship. I can understand how words and actions can affect ourselves and others and that some behaviour is unacceptable, including online. I know that I can go to a number of different people for help in different situations. I can be forgiving, able to say sorry and not hold grudges against those who have hurt me. I can explain how to behave respectfully online.</p>	<p>Cultural diversity</p> <p>I can show concern for the communities to which I belong. I can be respectful of myself and others, recognising differences. I can identify injustices in the wider world.</p> <p>Understanding money</p> <p>I understand why it is important to keep track of my saving and spending. I understand that it may not be possible to have everything I want straight away and that I may need to save my money for things I want to buy in the future. I can explain that managing money is complex and using an account is one way of making it easier.</p>	<p>Smoking – understanding the dangers</p> <p>I can understand that drugs common in everyday life are harmful. I can identify habits that help us and habits that do not. I can understand we have choices – peer group pressure. I can identify ways that negative pressure can be resisted.</p> <p>Road safety</p> <p>I can identify risks and describe ways to stay safe. I can understand people who are there to help you keep safe.</p> <p>Water safety</p> <p>I can identify risks and describe ways to stay safe. I can understand people who are there to help you keep safe. I can identify ways to reduce the risk of sun damage.</p>	<p>RHSE – Life to the Full: Created and Loved by God – Unit 3</p> <p>I can develop a deeper understanding of a range and intensity of feelings. I know what ‘emotional well-being’ means. I am aware of positive actions to help emotional well-being. I can recognise that images in the media do not always reflect reality and can affect how people feel about themselves. I can understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity.</p> <p>Healthy lifestyles</p> <p>I can understand that different food and drinks provide different substances that are important for health. I can discuss factors influencing what we eat and drink. I can explore ways to incorporate fruit and vegetables into our diets. I can explore all food groups in detail. I can explore where muscles are found in the body and their functions. I can develop an awareness of the health benefits of exercise. I can understand where energy comes from, how it is used and when we might need extra energy.</p>	<p>Changes that happen in life</p> <p>I can describe changes that happen in life e.g loss, separation, divorce and bereavement. I can recognise that change might bring a variety of feelings. I can identify what people can do to help manage changes they might experience. I can show empathy towards others.</p> <p>Going for goals</p> <p>I can reflect on my achievements and describe what I am proud of. I can describe ways that achievements can be celebrated. I can describe my aspirations and steps to take to improve. I can understand how making mistakes along the way can help us to learn. I can learn about working collaboratively towards shared goals</p>

SUPPLEMENTARY LONG-TERM PLAN

Year 2

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Concentration	Courage	Imagination	Fairness/empathy	Self-belief	Honesty
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Keeping Safe</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
	<u>Keeping Safe</u>				
<p>Good to be me I understand that I have individual gifts, talents and abilities given by God. I understand that we all have different likes and dislikes. I can explain what makes people special. I can recognise that it is ok to make mistakes and that they are part of learning.</p> <p>Relationships I can be caring, aware of the needs of others, knowing how friendships make us feel happy and secure. I can recognise when somebody is lonely and know what to do I can recognise the characteristics of positive and negative relationships. I know how to ask for help if a relationship or friendship makes me feel unhappy. I can be forgiving, able to say sorry to mend relationships.</p>	<p>Bullying including online safety I understand that there are different types of teasing and bullying which are wrong and unacceptable and how to respond. I can understand how my behaviour affects other people and that there are appropriate and inappropriate behaviours. I know how the internet can be used safely when communicating with others. I can consider the impact of words and actions online</p> <p>Citizenship – Caring for others (PDSA) I can identify the needs of people and other living things. I can recognise how some people have a responsibility to look after others.</p>	<p>RHSE – Life to the Full: Created to Live in Community – Unit 1 & 2 I know that being made in His image means being called to be loved and to love others, I know what a community is, and that God calls us to live in community with one another. I understand Jesus’ teaching on who is my neighbour. I know that we have a duty to care for others and the world that we live in. I know about what harms and what improves the world in which we live.</p> <p>Understanding money I can describe the many forms that money comes in today and the ways in which it can be used to pay for things. I can describe where money comes from and that money will come to me in other ways in the future. I understand that people may make different choices about how to save and spend money. I know that I can keep money in different places and that some places are safer than others.</p>	<p>Recognising comfortable and uncomfortable feelings I recognise that I have a right to ‘be safe on the outside’ and ‘feel safe on the inside’. I recognise that some things are private and the importance of respecting privacy. I know how to respond safely to adults I do not know. I know about the importance of not keeping adults’ secrets. I know who to go to if I am worried or need help. I know how to use simple rules for resisting pressure when I feel unsafe or uncomfortable</p> <p>Fire and rail safety I understand how to get help in a range of situations. I can keep myself safe in unfamiliar situations.</p>	<p>Changes in our lives I can understand that babies change and grow. I understand how there are ways to become more independent when you are older. I can describe change and loss (losing a relative/toy). I can recognise ways to be sensitive towards the needs of others who have experienced loss.</p> <p>Mental health and well-being I can understand that mental well-being is a normal part of daily life. I know about the benefits of physical exercise and time outdoors on our mental well-being and happiness.</p>	<p>RHSE – Life to the Full: Created and Loved by God – Unit 1 & 2 I know that God has created us, His children, to know, love and serve Him in this life and forever. I can explain how we are all unique. I know that girls and boys have been created by God to be both similar and different and together make up the richness of the human family. I know that our bodies are good and we need to look after them. I know what constitutes a healthy lifestyle including physical activity, dental health and healthy eating. I can explain how to maintain personal hygiene. I know the importance of sleep, rest and recreation for our health.</p> <p>Healthy lifestyles I can be aware that a balance and variety of food and drinks are needed to be healthy. I can understand that more of some food is needed than others. I can say what I should do to keep my body healthy.</p>

SUPPLEMENTARY LONG-TERM PLAN

Year 1

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Concentration	Courage	Imagination	Fairness/empathy	Self-belief	Honesty
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Keeping Safe</u>	<u>Healthy lifestyles & well-being</u>	<u>Living in the wider world</u>
<u>Keeping Safe</u>					
<p>Good to be me I can give thanks for the good things in my life. I can identify what I am good at and explain what I am getting better at. I can recognise what I like and dislike. I can recognise what makes people special. I can understand how it feels to celebrate an achievement/becoming more independent.</p> <p>Relationships I can recognise who loves and cares for me I can be caring, aware of the needs of others. I can be friendly and make friends. I can identify the roles of different people in our lives and families.</p>	<p>Bullying including online safety I can understand how my words and actions affect other people. I can understand how my behaviour affects other people. I can know who to go to if I am worried or need help.</p> <p>RHSE – Life to the Full: Created to Love others - Unit 1 & 2 I understand that we are part of God’s family. I understand that saying sorry is important and can mend friendships. I know that we should love other people in the same way God loves us. I know the importance of being close to and trusting special people and telling them if something is troubling them. I can recognise when I have been unkind and say sorry. I know that we should forgive, like Jesus forgives.</p>	<p>Citizenship – How behaviour affects others; being polite and respectful I can look after myself and show respect to others. I know how to listen to others and play cooperatively. I can understand that how I act can have consequences. I can be honest, able to tell the truth about my actions. I can recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p>Cultural diversity I can describe and respect similarities and differences between people. I can recognise that I belong to a variety of communities locally, nationally and globally. I can recognise that everyone is equal yet unique. I can show awareness of differences between my life and others in the wider world.</p>	<p>Beach and water safety I can keep myself safe in unfamiliar situations. I can describe how to keep safe in the sun.</p> <p>Introduction to drugs – safe and unsafe medicines I can describe simple steps that can be taken to stop germs being passed on. I can understand that household products and medicines can be harmful if not used correctly. I can identify people who we can trust to tell us to put things onto and into our bodies. I understand how vaccinations and immunisations can help people stay healthy.</p>	<p>RHSE – Life to the Full: Created and Loved by God – Unit 3 & 4 I am able to describe my feelings. I understand that feelings and actions are two different things, and that our good actions can ‘form’ our feelings. I know strategies for managing feelings and for good behaviour I know that choices have consequences and that when we make mistakes we are called to receive forgiveness and forgive others when they do. I know that there are natural life stages from birth to death and what these are.</p> <p>Healthy lifestyles I can understand what the term ‘healthy’ means. I can discuss what is inside the body and the role of food and drink. I can understand that we need a variety of foods to stay healthy. I can improve my understanding of all food groups. I can say what I should do to keep my body healthy (breakfast, drinking). I can explore the benefits of exercise.</p>	<p>Looking after the environment I can describe what makes the local environment pleasant/not so pleasant. I can recognise what can harm different environments. I know what I can do/not do to help care for the environment.</p> <p>Understanding money I know that money comes to me in different ways. I can explain the difference between something that I need and something I might want. I am beginning to understand why saving money can be important and how that makes me feel.</p>

SUPPLEMENTARY LONG-TERM PLAN

Reception

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
Concentration	Courage	Imagination	Fairness/empathy	Self-belief	Honesty
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>	<u>Keeping safe</u>
<u>Keeping Safe</u>					
<p>Good to be me I can talk about good things in my life. I can talk about what I am good at. I can identify special people in my life. I can show care towards others.</p> <p>Confidence in trying new activities -building confidence in speaking in small groups.</p>	<p>Bullying including online safety I can show friendly behaviour towards others. I can understand when people are being unkind to me or others and know how to respond. I know who can help me in school. I can learn how to say sorry.</p> <p>RHSE – Life to the Full: Created to Live in Community – Unit 2 I understand that we belong to various communities. I understand that we have a duty of care for others and for the world we live in. I know about what harms and what improves the world in which we live in.</p>	<p>We are all different and special I know that I belong to a family and can name my family members. I can name similarities and differences between myself and others. I can ask questions about the wider world.</p> <p>Citizenship – know right from wrong, understand and follow rules, aware of boundaries.</p> <p>Understanding money I can name different ways that money can be used e.g saving, spending, giving. I know that I can save some of my money to use later. I can begin to understand that people may make different choices about how to spend and save money.</p>	<p>Keeping healthy - food and exercise I know that I am living and growing. I can identify healthy foods. I know that it is important to keep active. I can keep clean by washing and drying my hands.</p>	<p>RHSE – Life to the Full: Created and Loved by God – Unit 3 & 4 I know that we all have different likes and dislikes but also similar needs. I can understand that everyone experiences feelings, both good and bad. I know simple strategies for managing feelings. I know that we have choices and these choices can impact how we feel and respond. I can say sorry and forgive, like Jesus.</p>	<p>Safety – dangers around us I can improve my awareness of dangers around me and how to recognise risk. I can know who to approach to get help in different situations.</p> <p>RHSE – Life to the Full: Created to Love Others – Keeping Safe Unit 3 I know about safe and unsafe situations indoors and outdoors. I know that I can ask for help from my special people. I know that I am entitled to bodily privacy. I understand that we should look after our bodies before God created them, I know that medicines are not sweets. I know who helps us in a medical emergency.</p>

SUPPLEMENTARY LONG-TERM PLAN

Nursery

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer1</u>	<u>Summer 2</u>
<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Me and my relationships</u>	<u>Living in the wider world</u>	<u>Healthy lifestyles & well-being</u>	<u>Healthy lifestyles & well-being</u>
<p>Coping with change – establishing nursery routines</p> <p>Developing sense of responsibility and membership of a community</p>	<p>Develop an awareness of friendly behaviour and the effect of their actions on others</p> <p>Developing awareness of similarities and differences</p> <p>Begin to understand their feelings</p> <p>RHSE – Life to the Full: Created to Love others - Unit 1 & 2</p> <p>I know that we are part of God’s family.</p> <p>I know we should love other people in the same way God loves us</p> <p>I know that we should forgive, like Jesus forgives.</p>	<p>Developing positive self-awareness</p> <p>Develop ways to be assertive</p> <p>Developing social interactions</p>	<p>Developing care/respect for others, living things and the wider environment</p> <p>Developing some empathy</p> <p>RHSE – Life to the Full: Created to Live in Community – Unit 1</p> <p>I understand that God is love: Father, Son and Holy Spirit.</p> <p>I know that being made in His image means being called to be loved and to love others.</p> <p>I know what a community is and that God calls us to live in community with one another.</p>	<p>Awareness of feelings</p> <p>Developing compromise with others</p>	<p>Develop a confidence to speak to others about own, wants, needs, interests and opinions.</p> <p>Confidence in risk taking and trying new things</p> <p>Adapting to new situations – transition to school</p> <p>RHSE – Life to the Full: Created and Loved by God – Unit 1 & 2</p> <p>I know that we are all God’s children and are special.</p> <p>I know that our bodies were created by God and are good.</p> <p>I know that we are all unique, with individual gifts, talents, and skills.</p> <p>I can name parts of the body.</p> <p>I know that are bodies are good and we need to look after them.</p>

SEND

The BHCET PSHE curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

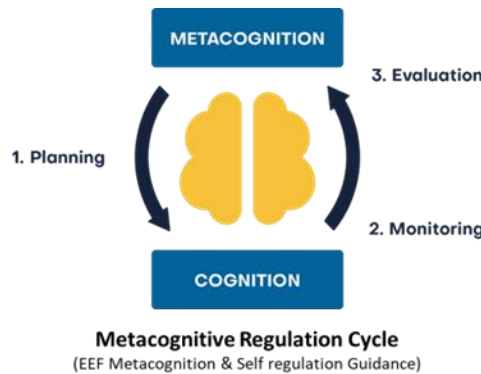
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.

ASSESSMENT

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Allows regular subject specific extended writing and access to high quality text/ reading.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.

