

St Joseph's Catholic Primary School

PHSE and Well-Being Curriculum

Key Stage One and Two

*Produced by [Health Education Partnership Ltd](#)*

## Key Stage 1: Year 1

**National Curriculum target links:** **Healthy and safe;** **Emotional Health** **Anti--bullying** **Citizenship** **Values – inc. diversity and equal opportunities**

Core Theme	Health and Wellbeing	Relationships	Living in the Wider World
<b>Autumn Term</b>	<p><b>Awareness of feelings</b>  <b>Emotional Health – self esteem/awareness</b>  <b>Children will learn:</b> How to tell how people are feeling.  <b>Children should:</b> Be able to show some self-awareness.</p> <p><b>Keeping well and clean</b> <b>Healthy and safe</b>  <b>Children will learn:</b> How some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others.  <b>Children should:</b> Know how to keep themselves clean and how to brush their teeth effectively.</p>	<p><b>Who are our friends?</b>  <b>Emotional Health – self awareness</b>  <b>Healthy and safe</b>  <b>Children will learn:</b> About different types of friends , including grown-ups                      The difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises.  <b>Children should:</b> Be able to talk about good and not so good feelings, Be able to talk about friends. Begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings.</p>	<p><b>Persuasion /reality</b> <b>Emotional Health</b> <b>Anti--bullying</b>  <b>Citizenship -- responsibilities</b>  <b>Children will learn:</b> More about differences between fantasy and reality.  <b>Children should:</b> understand the difference between these  <b>Being different:</b> <b>Values – diversity and equal opportunities</b>  <b>Citizenship – sense of community</b>  <b>Children will learn:</b> More about other people’s opinions and views.  <b>Children should:</b> Be able to construct a simple survey</p>
<b>Spring Term</b>	<p>Parts of the body <b>Healthy and safe</b>                      This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme</p>	<p><b>Losing and finding</b>  <b>Emotional Health – self esteem</b>  <b>Children will learn:</b> About what happens when things get lost or change.  <b>Children should:</b> Be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</p>	<p><b>Sustainable development</b>  <b>Citizenship</b>  <b>Children will learn:</b> About the environment  <b>Children should:</b> Take part in a class recycling activity</p>
<b>Summer Term</b>	<p><b>Feeling unsure</b>  <b>Healthy and safe</b> <b>Emotional Health</b>  <b>Children will learn:</b> That household products, including medicines, can be harmful if not used properly; about feeling worried.  <b>Children should:</b> Know how to protect themselves</p>	<p><b>Memories and growing up</b>  <b>Emotional Health – self esteem</b>  <b>Values</b>  <b>Children will learn:</b> About special memories  <b>Children should:</b> Make a memory box and choose contents</p>	<p><b>Looking after myself</b>  <b>Citizenship – world of work</b>  <b>Healthy and safe</b>  <b>Children will learn:</b> More about road safety and who helps us keep safe.  <b>Children should:</b> Understand the role of the emergency services.</p>

## Key Stage 1: Year 2

**National Curriculum target links:** **Healthy and safe;** **Emotional Health Anti--bullying** **Citizenship** **Values – inc. diversity and equal opportunities**

	Health and Wellbeing	Relationships	Living in the Wider World
Autumn Term	<p><b>Healthy people</b> <b>Healthy and safe</b></p> <p><b>Children will learn:</b> About what healthy people do. This should include learning about the benefits of rest and exercise.</p> <p><b>Children should:</b> Be able to describe the components of a healthy day.</p> <p>Be able to recognise what they like and dislike, and recognise that choices can have good and not so good consequences..</p> <p>Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p><b>Same and different – being truthful</b> <b>Emotional Health Anti-bullying</b></p> <p><b>Children will learn:</b> About truth and lies , and more about diversity.</p> <p><b>Children should:</b> Be able to show what constitutes a good friend. Recognise what is fair and unfair, kind and unkind, what is right and wrong.</p> <p><b>Coping with conflict:</b> <b>Emotional Health Anti-bullying</b></p> <p><b>Children will learn:</b> More about teasing and bullying. That there are different types of teasing and bullying, that these are wrong and unacceptable. The consequences of anti social and aggressive behaviours such as bullying and discrimination on individuals and communities.</p> <p>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p><b>Children should:</b> Know why this is wrong and how to get help. Recognise when people are being unkind either to them or others, how to respond, who to tell and what to say.</p>	<p><b>Money and shopping</b></p> <p><b>Citizenship – financial capability</b></p> <p><b>Children will learn:</b> About money and spending <b>Children should:</b> Be able to role--play simple financial transactions.</p>
Spring Term	<p><b>About my body</b></p> <p><i>This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme</i></p> <p><b>Keeping fit</b> <b>Healthy and safe</b></p> <p><b>Children will:</b> Learn about exercise and what makes places healthy. Begin to learn how to make real, informed choices that improve their physical and emotional health.</p> <p><b>Children should:</b> Plan and carry out a programme of exercise</p>	<p><b>Making and breaking friendships:</b> <b>Emotional Health Values</b></p> <p><b>Children will learn:</b> About when friendships break up, or people move away.</p> <p><b>Children should:</b> Understand about the feelings associated with this</p> <p><b>Variety of relationships:</b> <b>Emotional Health Values</b></p> <p><b>Healthy and safe</b></p> <p><b>Children will learn:</b> About people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.</p> <p><b>Children should:</b> Recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’.</p>	<p><b>Our school community</b> <b>Citizenship – sense of community</b></p> <p><b>Children will learn:</b> Rules for and ways of keeping physically and emotionally safe including road safety, cycle safety, rail, water and fire safety) To listen to other people and play and work cooperatively, to offer constructive support and feedback to others to identify and respect the differences and similarities between people.</p> <p><b>Children should:</b> Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class use various media to illustrate this.</p>
Summer Term	<p><b>Mums and babies – how we grew</b></p> <p><b>Emotional Health</b></p> <p><i>This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme</i></p> <p><b>Healthy eating</b> <b>Healthy and safe</b></p> <p><b>Children will learn:</b> About what food is healthy.</p> <p><b>Children should:</b> use their learning to plan a healthy lunchbox.</p>	<p><b>Mums and babies</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> That babies need care and attention (love) in order to calm them if they are upset.</p> <p><b>Children should:</b> Plan a visit by a Mum and formulate questions.</p> <p><b>Personal Identity</b> <b>Emotional Health – self esteem</b></p> <p><b>Children will learn:</b> To set simple but challenging goals.</p> <p><b>Children should:</b> Be able to learn from their experiences; be able to recognise and celebrate their strengths.</p> <p><b>Personal Safety</b> <b>Healthy and safe</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> About who to talk to if they have concerns, questions or worries.</p> <p><b>Children should:</b> Know the difference between secrets and surprises and understanding not to keep adults’ secrets.</p>	<p><b>Special days:</b> <b>Values – diversity and equal opportunities</b></p> <p><b>Children will learn:</b> About a range of festivals .</p> <p><b>Children should:</b> Demonstrate this learning at an assembly or display</p> <p><b>Global food</b></p> <p><b>Citizenship – sustainable development, government</b></p> <p><b>Children will learn:</b> About where food comes from.</p> <p><b>Children should:</b> Learn more about the ethics of food supply.</p>

## Key Stage 2: Year 3

**National Curriculum target links: Healthy and safe; Emotional Health Anti--bullying Citizenship Values – inc. diversity and equal opportunities**

	Health and Wellbeing	Relationships	Living in the Wider World
Autumn Term	<p><b>Emotions and feelings –(looking at pressure)</b>  <b>Emotional Health Anti--bullying Children will learn:</b> How to deal with feelings, how to cope with pressure. What positively and negatively affects their physical, mental and emotional health (including the media)  <b>Children should:</b> Know who they can talk to if they are beginning to feel pressured.  <b>Keeping safe Healthy and safe</b>  <b>Children will learn:</b> About risks they may face, that bacteria and viruses can affect health and that following simple routines can reduce their spread.  <b>Children should:</b> be able to describe what risk is and how this may affect decisions.</p>	<p><b>Looking after others</b>  <b>Citizenship – rights and responsibilities Emotional Health</b>  <b>Children will learn:</b> About behaving responsibly  <b>Children should:</b> Have looked after a toy pet, and recorded this be able to talk about feelings, recognise and respond appropriately to a wider range of feelings in others.</p>	<p><b>Councillors –what do they do?</b>  <b>Citizenship – rights and responsibilities, democracy and government</b>  <b>Children will learn:</b> Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules, that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. About school and local democracy  <b>Children should:</b> show an understanding of the role of a school councillor, Resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices.</p>
Spring Term	<p><b>Feeling sad and making choices Emotional Health – self awareness</b>  <b>Children will learn:</b> That people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable), about critical thinking and decision making  <b>Children should:</b> Be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) be able to write about feelings  <b>Sex and Relationship Education</b>  <b>Healthy and safe</b>  <i>This unit will be covered by the class teacher using the recommended Catholic Love and relationship Programme</i></p>	<p><b>Families who live far away Values – diversity</b>  <b>Children will learn:</b> About extended families  <b>Children should:</b> Be able to discuss issues for families living overseas.  <b>Healthy relationships Healthy and safe</b>  <b>Children will learn:</b> What constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.  <b>Children should:</b> Recognise ways in which a relationship can be unhealthy and who to talk to if they need support  <i>This unit will be covered by the class teacher using the recommended Catholic Love and relationship Programme</i></p>	<p><b>Where do things come from? Citizenship – sustainable development, environment</b>  <b>Children will learn:</b> About sources of products and Fairtrade.  <b>Children should:</b> Be able to debate about ethics  <b>Me and my community? Citizenship</b>  <b>Children will learn:</b> What being part of a community means, and about the varied institutions that support communities locally and nationally  <b>Children should:</b> Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>
Summer Term	<p><b>Accidents and prevention</b>  <b>Healthy and safe Emotional Health</b>  <b>Children will learn:</b> That household products, including medicines, can be harmful if not used properly; about feeling worried.  <b>Citizenship – rights and responsibilities</b>  <b>Children should:</b> Know how to protect themselves  <b>Education Healthy and Safe</b>  <i>This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme</i></p>	<p><b>Special people in school Emotional Health – self awareness</b>  <b>Children will learn:</b> About different roles in school  <b>Children should:</b> Conduct an interview  <b>Peer influence/pressure Healthy and safe</b>  <b>Children will learn:</b> That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.  <b>Children should:</b> Be able to describe how to deal with unhelpful pressure. Be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.</p>	<p><b>Our ideal community</b>  <b>Citizenship – sense of community, participation, world of work</b>  <b>Children will learn:</b> About how community facilities work  <b>Children should:</b> Produce a map of the community</p>

## Key Stage 2: Year 4

**National Curriculum target links: Healthy and safe; Emotional Health Anti--bullying Citizenship Values – inc. diversity and equal opportunities**

	Health and Wellbeing	Relationships	Living in the Wider World
Autumn Term	<p><b>Healthy eating</b> <b>Healthy and safe</b></p> <p><b>Children will learn:</b> about what food is healthy and why to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</p> <p><b>Children should:</b> be able to design a series of healthy menus and compare these with each other and the food offered in school</p> <p><b>Sex Education</b></p> <p><b>Emotional Health – self awareness</b></p> <p><i>This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme.</i></p>	<p><b>Types of relationship</b> <b>Healthy and safe</b> <b>Emotional Health – self awareness</b> <b>Values</b></p> <p><b>Children will learn:</b> About different types of relationships including friends and families, civil partnerships and marriage that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p><b>Children should:</b> understand that there are a variety of relationships</p> <p><b>Loss and separation</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> About how it feels to lose someone <b>Children should:</b> Be able to identify who can help them with difficult feelings</p>	<p><b>Media and the community</b> <b>Citizenship -- participation, world of work, media literacy</b></p> <p><b>Children will learn:</b> About how the media influences decisions.</p> <p><b>Children should:</b> Be able to hold a debate on a topical issue.</p>
Spring Term	<p><b>Drug education</b> <b>Healthy and safe</b></p> <p><b>Children will learn:</b> About the effects of smoking and how to make safe decisions.</p> <p><b>Decision making</b> <b>Healthy and safe</b></p> <p><b>Children will learn:</b> How to make informed choices (including recognising that choices can have positive, neutral negative consequences)</p> <p><b>Children should:</b> Be able to describe the effects of smoking and how to make safe decisions begin to understand the concept of a ‘balanced lifestyle.’</p> <p><b>Strong feelings</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> About strong feelings and mood swings.</p> <p><b>Children should:</b> Be able to express these feelings in writing.</p>	<p><b>Persuasion and pressure</b> <b>Anti-bullying</b></p> <p><b>Children will learn:</b> That their actions affect themselves and others about the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’.</p> <p><b>Children should:</b> Be able to judge what kind of physical contact is acceptable or unacceptable and how to respond be able to demonstrate some basic techniques for resisting pressure.</p>	<p><b>Persuasion and pressure</b> <b>Anti-bullying</b></p> <p><b>Citizenship</b> <b>Media literacy</b></p> <p><b>Children will learn:</b> About sources of persuasion including the media.</p> <p><b>Children should:</b> Be able to recognise some persuasive media tactics e.g. on television adverts. <i>The class teacher using the school's Computing Curriculum will cover this unit.</i></p> <p><b>Recycling project</b> <b>Citizenship – sustainable development, environmental participation</b></p> <p><b>Children will learn:</b> More about the local community.</p> <p><b>Children should:</b> Be able to explain what can be recycled in their “local” recycling bins.</p>
Summer Term	<p><b>Sex and relationship education</b></p> <p><b>Healthy and safe</b> <b>Emotional Health</b></p> <p><i>This unit will be covered by the class teacher using the recommended Catholic Love and Relationship programme</i></p> <p><b>Rights and responsibilities</b></p> <p><b>Emotional Health</b></p> <p><b>Citizenship – rights and responsibilities</b></p> <p><b>Children will learn:</b> About types of behaviour and their consequences.</p> <p><b>Children should:</b> Be able to give examples of right and wrong, recognise that their increasing independence brings increased responsibility to keep themselves and others safe.</p>	<p><b>Exclusion/inclusion</b> <b>Anti--bullying</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> About equal opportunities and their importance.</p> <p><b>Children should:</b> Be able to show understanding of difference including disability, recognise how images in the media do not always reflect reality and can affect how people feel about themselves. deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p>	<p><b>Fundraising activities</b> <b>Citizenship – financial capability, rights and responsibilities, participation, world of work</b> <b>Emotional Health</b></p> <p><b>Children will learn:</b> About what voluntary agencies do.</p> <p><b>Children should:</b> Plan and undertake a simple fundraising project, reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p><i>This unit is covered throughout the curriculum</i></p>

## Key Stage 2: Year 5

**National Curriculum target links: Healthy and safe; Emotional Health Anti--bullying Citizenship Values – inc. diversity and equal opportunities**

	Health and Wellbeing	Relationships	Living in the Wider World
Autumn Term	<p><b>Healthy lifestyles Healthy and safe</b>  <b>Citizenship – rights and responsibilities</b>  <b>Children will learn:</b> About how their own lifestyle contributes to health. what is meant by the term 'habit' and why habits can be hard to change about taking care of their body, <b>understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</b>:- this part of the unit is covered under the NCSPC Y5/Y6 training programme  <b>Children should:</b> Conduct a local survey to understand more about eating habits.</p>	<p><b>Relationships Emotional Health</b>  <b>Children will learn:</b> More about a range of issues that can affect families about change, including transitions loss, separation, divorce and bereavement.  <b>Children should:</b> Be aware of some of the problems families/parents can face.</p>	<p><b>Stereotypes and changing Emotional Health Values</b>  <b>Children will learn:</b> That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) about images and stereotypes.  <b>Children should:</b> Be aware of the need to challenge these.  <b>Money and saving Citizenship – financial capability, work</b>  <b>Children will learn:</b> About saving and spending.  <b>Children should:</b> Run a simple marketing project in teams.</p>
Spring Term	<p><b>Gender differences and puberty- This unit will be covered by the class teacher using the recommended Catholic Sex and Education Programme-Love and relationships</b>  <b>Drug education Healthy and safe</b>  <b>Children will learn:</b> Which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others about alcohol, attitudes to drugs and making safe decisions in situations involving drugs.  <b>Children should:</b> Be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug--related situations.</p>	<p><b>Coping with bullying</b>  <b>Anti-bullying Emotional Health</b>  <b>Children will learn:</b> About how to deal with bullies.  <b>Children should:</b> Use role-play or other media to demonstrate.</p>	<p><b>Democracy simulation Citizenship – democracy and government</b>  <b>Children will learn:</b> About how local democracy works.<b>Children should:</b> Use a simulation to develop understanding of democracy.  <b>Diversity Values- diversity</b>  <b>Children will learn:</b> About the lives of people living in other places, and people with different values and customs.  <b>Children should:</b> Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p>
Summer Term	<p><b>Sex Relationship Education Healthy and safe</b>  <b>Setting personal goals Emotional Health</b>  <b>Citizenship – rights and responsibilities</b>  <b>Children will learn:</b> How to set goals and targets for themselves.  <b>Children should:</b> Produce a personal plan  <b>Personal Safety Emotional Health</b>  <b>Citizenship – rights and responsibilities</b>  <b>Children will learn:</b> About situations which could cause them personal risk that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. that these universal rights are there to protect everyone and primacy over national law and family and community Practices.  <b>Children should:</b> develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online. <b>The class teacher using the school's Computing Curriculum will cover this unit.</b></p>	<p><b>Being left out Anti-bullying</b>  <b>Children will learn:</b> How it feels to be excluded or discriminated against.  <b>Children should:</b> be able to describe how this feels.</p>	<p><b>Global community project – Refugee Week</b>  <b>Citizenship – sustainable development Values-diversity</b>  <b>Children will learn:</b> about issues facing refugees, particularly in their local community.  <b>Children should:</b> Produce materials for Refugee Week for the school.  <b>Working together</b>  <b>Children will learn:</b> How they can work together to bring about change.  <b>Children should:</b> Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view. Work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours,</p>

National Curriculum target links: <b>Healthy and safe; Emotional Health Anti--bullying Citizenship Values – inc. diversity and equal opportunities</b>			
	Health and Wellbeing	Relationships	Living in the Wider World
Autumn Term	<p><b>Self confidence – valuing others Citizenship – financial capability, rights and responsibilities</b></p> <p><b>Children will learn:</b> About taking on more personal responsibility.</p> <p><b>Children should:</b> Be able to demonstrate how their actions affect others.</p>	<p><b>Conflict resolution Emotional Health</b></p> <p><b>Children will learn:</b> About how to deal with conflicts as they arise.</p> <p><b>Children should:</b> Be able to suggest strategies for handling conflict, be able to recognise and manage ‘dares’, be able to recognise how “peer acceptance” may be influential in their actions and behaviours.</p> <p><b>Secrets and dilemmas Values Healthy and safe</b></p> <p><b>Children will learn:</b> About handling moral dilemmas and when to tell.</p> <p><b>Children should:</b> Show understanding through role--play or other.</p>	<p><b>Citizenship challenge / our neighbours Citizenship – sense of community</b></p> <p><b>Children will learn:</b> More about people in their community.</p> <p><b>Children should:</b> Be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</p> <p><b>Money and Me Citizenship – financial capability, rights and responsibilities world of work.</b></p> <p><b>Children will learn:</b> About the role money plays in their own and others’ lives, including how to manage their money and about being a critical consumer. That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. About enterprise and the skills that make someone ‘enterprising’</p> <p><b>Children should:</b> Develop an initial understanding of the concepts of ‘interest’, ‘loan’, ‘debt’, and ‘tax’ explore and critique how the media present information structure and conduct interviews and compare results</p>
Spring Term	<p><b>Drug education Healthy and safe</b></p> <p><b>Children will learn:</b> Effects and risks of drugs and the consequences of use.</p> <p><b>Children should:</b> Be able to describe effects and risks, understand consequences of drug use and know where to go for help.</p>	<p><b>Arguments and families Emotional Health Children will learn:</b> About how families behave <b>Children should:</b> Recognise that reaching positive solutions usually involves negotiation and compromise.</p> <p><b>Strong emotions Emotional Health</b></p> <p><b>Children will learn:</b> What is appropriate and inappropriate</p> <p><b>Children should:</b> Recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them be able to express what it means to be in charge.</p>	<p><b>Democracy and decisions Citizenship</b></p> <p><b>Children will learn:</b> Learn about government and parliament <b>Children should:</b> Show understanding via letter writing</p>
Summer Term	<p><b>Sex and relationship education – what do we mean by love?</b></p> <p><b>Healthy and safe Emotional Health</b></p> <p>This unit will be covered by the class teacher using the recommended Catholic Love and relationship programme</p> <p><b>Moving on Healthy and safe Emotional Health</b></p> <p><b>Citizenship – rights and responsibilities</b></p> <p>Children will learn: About change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p><b>Children should:</b> Be able to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ <b>The class teacher using the school’s Computing Curriculum will also cover this unit.</b></p>	<p><b>Sex and relationship education – what do we mean by love?</b></p> <p>This unit will be covered by the class teacher using the recommended Catholic Love and relationship programme</p> <p><b>Racism and its consequences</b></p> <p><b>Values – diversity and equal opportunities</b></p> <p><b>Children will learn:</b> About aggressive behaviour.</p> <p><b>Children should:</b> Understand about bullying and racism.</p>	<p><b>Celebration – supporting each other Citizenship – sense of community Healthy and safe</b></p> <p><b>Children will learn:</b> About the people who are responsible for helping them stay healthy and safe and ways that they can help these people about supporting each other</p> <p><b>Children should:</b> Produce a Year 4 resource</p> <p><b>Racism and its consequences</b></p> <p><b>Values – diversity and equal opportunities</b></p> <p><b>Children will learn:</b> That actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong.</p> <p><b>Children should:</b> Understand about bullying and racism.</p>