

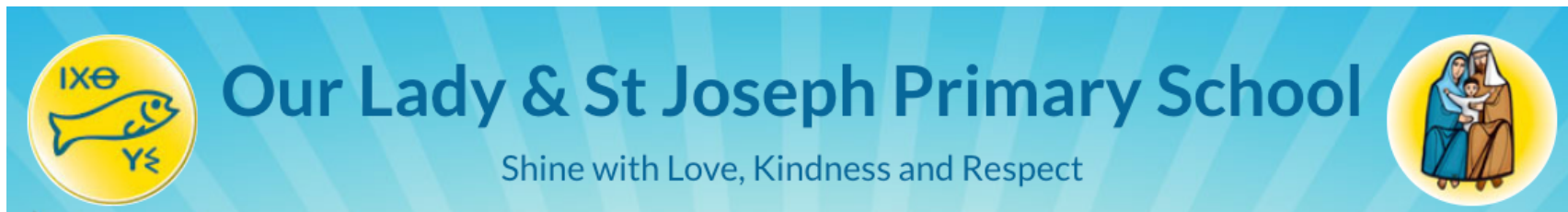
# Our Lady & St Joseph Catholic Primary School



***‘Shine with Love, Kindness and Respect’***

**PSHRE**

PSHRE (Personal, Social, Health and Relationships Education, inc Citizenship)



## **Our Mission Statement**

Our Mission is to foster the Gospel values of Jesus Christ and provide a high standard of education with equality of opportunity for all.

We aim to achieve this by...

- Creating a safe and loving environment for the whole school community.
- Enabling everyone to grow spiritually, intellectually, emotionally and physically.
- Valuing each member of our community by recognizing the gifts and needs of every individual.
- Encouraging self discipline and treating everyone with respect and courtesy at all times.
- Working in open and honest partnership with families, the Church and the wider community

### **Our school motto:**

Is to ask our children to always  
***'Shine with love kindness and respect'***

## **Introduction**

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue with an emphasis on the importance of healthy relationships to human well-being, as the core learning within a PSHRE curriculum.

## **Pedagogical Principles**

A good PSHRE programme must enshrine core pedagogical virtues – that it is, it must, above all else, qualify as good education. Therefore, it will be:

### **Progressive & Developmental**

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

### **Differentiated**

Schools must ensure that PSHRE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn because of lack of resources and training or to catch up in other subjects.

### **Cross-curricular**

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

### **Integrated**

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of PSHRE.

### **Co-ordinated**

None of these educational goals are possible if PSHRE is not given the time and importance it deserves by those who plan and implement its delivery in school.

PSHRE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

### **Balanced**

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced PSHRE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

### **The structure of this model curriculum.**

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- ***Created and loved by God (this explores the individual)***

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- ***Created to love others (this explores an individual's relationships with others)***

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- ***Created to live in community – local, national & global (this explores the individual's relationships with the wider world)***

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHRE content of the theme.

### **Christian Virtue and PSHRE**

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

### **Appendices**

Appendix 1	PSHRE Skills Progression
Appendix 2	Cross Curricular Links
Appendix 3	Ten-Ten 'Life to the Full' Long Term Progression Map
Appendix 4	PSHRE Knowledge Progression Map

## Appendix 1: PSHRE Skills Progression

(National Curriculum requirements for the teaching and learning of PSHRE)

### Theme 1: Created and Loved by God

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>1.1.1.1. Respectful of their own bodies and character</li> <li>1.1.1.2. Appreciative for blessings</li> <li>1.1.1.3. Grateful to others and to God</li> <li>1.1.1.4. Patient when they do not always get what they want</li> </ul>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <ul style="list-style-type: none"> <li>2.1.1.1. Respectful of their own bodies, character and giftedness</li> <li>2.1.1.2. Appreciative for blessings</li> <li>2.1.1.3. Grateful to others and to God</li> <li>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</li> <li>2.1.1.5. Discerning in their decision making</li> <li>2.1.1.6. Determined and resilient in the face of difficulty</li> <li>2.1.1.7. Courageous in the face of new situations and in facing their fears</li> </ul>
Religious understanding of the human person: loving myself	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>1.1.2.1. We are made by God and are special</li> <li>1.1.2.2. We are all God's children</li> <li>1.1.2.3. Ways of expressing gratitude to God</li> <li>1.1.2.4. About the sacrament of Baptism</li> </ul>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>2.1.2.1. We are special people made in the image and likeness of God</li> <li>2.1.2.2. We are children of God with an innate dignity</li> <li>2.1.2.3. God has created us for a purpose (vocation)</li> <li>2.1.2.4. Life is precious and their body is God's gift to them</li> <li>2.1.2.5. Prayer and worship are ways of nourishing their relationship with God</li> <li>2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics</li> </ul>

EYFS & KS1

KS2

Life cycles and fertility	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>1.1.5.1. That there are life stages from birth to death</li> </ul>	<p><b>Pupils should be taught:</b></p> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>2.1.5.1. How a baby grows and develops in its mother's womb</li> <li>2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age)</li> </ul> <p><b>Fertility</b></p> <ul style="list-style-type: none"> <li>2.1.5.3. The nature and role of menstruation in the fertility cycle</li> <li>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</li> </ul>
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## EYFS & KS1

## KS2

Me, my body and my health	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p><b>My body</b></p> <p>1.1.3.3. The names of the external parts of the body</p> <p>1.1.3.4. The similarities and differences between girls and boys</p> <p><b>My Health</b></p> <p>1.1.3.5. How to maintain personal hygiene</p> <p>1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating</p>	<p><b>Pupils should be taught:</b></p> <p><b>Me</b></p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p><b>My body</b></p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p><b>My health</b></p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>
Emotional well-being and attitudes	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>1.1.4.1. That we all have different likes and dislikes</p> <p>1.1.4.2. A language to describe feelings</p> <p><b>Attitudes</b></p> <p>1.1.4.3. A basic understanding that feelings and actions are two different things</p> <p>1.1.4.4. Simple strategies for managing feelings and behaviour</p> <p>1.1.4.5. That choices have consequences</p>	<p><b>Pupils should be taught:</b></p> <p><b>Emotional well-being</b></p> <p>2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty</p> <p>2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings</p> <p>2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p>2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p><b>Attitudes</b></p> <p>2.1.4.5. That some behaviour is unacceptable, unhealthy or risky</p> <p>2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>



## Theme 2: Created to love others

### EYFS & KS1

Education in virtue	<b>In a Catholic school, pupils are growing to be:</b> 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	<b>In a Catholic school, pupils are growing to be:</b> 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	<b>Pupils should be taught:</b> 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	<b>Pupils should be taught:</b> 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment

### KS2

Personal Relationships	<b>Pupils should be taught:</b> 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	<b>Pupils should be taught:</b> 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes
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Keeping safe and people who can help me	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online</p> <p>1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable</p> <p>1.2.4.3. The difference between good and bad secrets</p> <p>1.2.4.4. Identifying and correctly name their “private parts” (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation</p> <p>1.2.4.5. Importance of seeking and giving permission in relationships.</p> <p><b>People who can help me</b></p> <p>1.2.4.6. Who to go to if they are worried or need help</p> <p>1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations</p>	<p><b>Pupils should be taught:</b></p> <p><b>Keeping safe</b></p> <p>2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>2.2.4.2. How to use technology safely</p> <p>2.2.4.3. That not all images, language and behaviour are appropriate</p> <p>2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>2.2.4.5. Importance of seeking and giving permission in relationships</p> <p><b>People who can help me</b></p> <p>2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them</p> <p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>
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### Theme 3: Created to live in community (local, national and global)

EYFS & KS1

KS2

Education in virtue	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p><b>In a Catholic school, pupils are growing to be:</b></p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
Religious understanding of the importance of human communities	<p><b>Pupils should be taught:</b></p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.2.1. God is Trinity – a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>
Living in the wider world	<p><b>Pupils should be taught:</b></p> <p>1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community</p> <p>1.3.3.2. That their behaviour has an impact on the communities to which they belong</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p> <p>1.3.3.4. About what harms and improves the world in which they live</p> <p>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p><b>Pupils should be taught:</b></p> <p>2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)</p> <p>2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p> <p>2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>

## Appendix 2: Cross Curricular links with RE and Science

OLSJ

RE

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Domestic church family</b>	<b>Myself</b> God knows and loves each one	<b>Families</b> God's love and care for every family	<b>Beginnings</b> God at every beginning	<b>Homes</b> God's dream for every family	<b>People</b> The family of God in Scripture	<b>Ourselves</b> Created in the image & likeness of God	<b>Loving</b> God who never stops loving
<b>Baptism/confirmation belonging</b>	<b>Welcome</b> Baptism; a welcome to God's family	<b>Belonging</b> Baptism an invitation to belong to God's family	<b>Signs &amp; symbols</b> Signs & symbols in Baptism	<b>Promises</b> Promises made at Baptism	<b>Called</b> Confirmation: a call to witness	<b>Life choices</b> Marriage commitment and service	<b>Vocation &amp; commitment</b> The vocation of priesthood and religious life
<b>Advent/Christmas loving</b>	<b>Birthday</b> Looking forward to Jesus' birthday	<b>Waiting</b> Advent a time to look forward to Christmas	<b>Preparations</b> Advent; preparing to celebrate Christmas	<b>Visitors</b> Advent: waiting for the coming of Jesus	<b>Gift</b> God's gift of love & friendship in Jesus	<b>Hope</b> Advent; waiting in joyful hope for Jesus; the promised one	<b>Expectations</b> Jesus born to show God to the world
<b>Local church community</b>	<b>Celebrating</b> People celebrate in Church	<b>Special people</b> People in the parish family	<b>Books</b> The books used in Church	<b>Journeys</b> Christian family's journey with Jesus	<b>Community</b> Life in the local Christian community: ministries in the parish	<b>Mission</b> Continuing Jesus' mission in diocese [ecumenism]	<b>Sources</b> The Bible, the special book for the Church
<b>Eucharist relating</b>	<b>Gathering</b> The parish family gathers to celebrate Eucharist	<b>Meals</b> Mass; Jesus' special meal	<b>Thanksgiving</b> Mass a special time for saying thank you to God for everything, especially Jesus	<b>Listening &amp; sharing</b> Jesus gives himself to us in a special way	<b>Giving &amp; receiving</b> Living in communion	<b>Memorial sacrifice</b> The Eucharist the living memorial of Jesus' sacrifice	<b>Unity</b> Eucharist enables people to live in communion.
<b>Lent/Easter giving</b>	<b>Growing</b> Looking forward to Easter	<b>Change</b> Lent a time for change	<b>Opportunities</b> Lent; an opportunity to start anew in order to celebrate Jesus' new life	<b>Giving all</b> Lent a time to remember Jesus' total giving	<b>Self discipline</b> Celebrating growth to new life	<b>Sacrifice</b> Lent a time of aligning with the sacrifice already made by Jesus	<b>Death &amp; new life</b> Celebrating Jesus' death & resurrection
<b>Pentecost serving</b>	<b>Good News</b> Passing on the Good news of Jesus	<b>Holidays &amp; holydays</b> Pentecost: feast of the Holy Spirit	<b>Spread the word</b> Pentecost a time to spread the Good News	<b>Energy</b> Gifts of the Holy Spirit	<b>New life</b> To hear & live the Easter message	<b>Transformation</b> Celebration of the Spirit's transforming power	<b>Witnesses</b> The Holy Spirit enables people to become witnesses
<b>Reconciliation Inter-relating</b>	<b>Friends</b> Friends of Jesus	<b>Being sorry</b> God helps us to choose well Sacrament of Reconciliation	<b>Rules</b> Reasons for rules in the Christian family Sacrament of Reconciliation	<b>Choices</b> The importance of examination of conscience Sacrament of Reconciliation	<b>Building bridges</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<b>Freedom &amp; responsibility</b> Commandments enable Christians to be free & responsible	<b>Healing</b> Sacrament of the Sick
<b>Universal Church world</b>	<b>Our world</b> God's wonderful world	<b>Neighbours</b> Neighbours share God's world	<b>Treasures</b> God's treasure; the world	<b>Special places</b> Holy places for Jesus & the Christian	<b>God's people</b> Different saints show people what God is like	<b>Stewardship</b> The Church is called to the stewardship of Creation	<b>Common good</b> Work of the worldwide Christian family

### Curriculum Map 2020/21

Other faiths:

**Autumn:** Judaism

**Spring:** Islam

**Summer:** Buddhism

## Our Lady and St Joseph Science Curriculum Map 2020/21

	Autumn 1	Spring 1	Summer 1
Reception	<u>Understanding the World</u> Ourselves (family tree, our body, our senses)	<u>Understanding the World</u> Seasons: Winter and Polar animals	<u>Understanding the World</u> Mini-beasts and plants
Year One	What makes me human? Animals, including humans.	What is the best material for building a house? Materials.	What is the best season for growing a sunflower? Seasons and Plants
Year Two	Do I need the same things as a duckling? Animals including humans.	Why is glass a good material for windows? Materials and light.	Why don't polar bears live in Hackney? Living things and plants.
Year Three	What makes objects move? Forces and magnets.	What lies beneath our feet? Rocks and soils.	How can a cactus survive in the desert? Plants and animals including humans.
Year Four	How does my body keep itself working? Animals including humans and living things.	Does sound travel in the same way as light? Sound and electricity.	Will we ever run out of water? Changing states.
Year Five	How do materials change? Materials.	Is there gravity on the moon? Forces and Space.	Is it possible to live forever? Living things and animals including humans.
Year Six	How does Mo Farah keep running for so long? Living things and animals including humans.	How could it be possible to see around corner? Light and electricity.	Why don't I look exactly like my relatives? Evolution and inheritance.
Themed focus Weeks	- Women in Science Week		- British Science Week

**Appendix 3: At Our Lady & St Joseph Primary School, we will be using the Ten Ten 'Life to the Full' Resources in order to teach PSHRE. The Learning Objectives listed in the tables above will be covered within the following sessions.**

Core Module	Created and Loved by God				Created to Love Others			Created to Live in Community	
Topic	Religious Understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
Key Stage One (Year 1 and Year 2)	Story Sessions: Handmade With Love (Kester’s Adventures)	Session 1: I am Unique	Session 1: Feelings – Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys	Session 2: Feelings – Inside and Out			Session 2: Treat Others Well	Session 2: Good Secrets and Bad Secrets	Session 2: Who Is My Neighbour?	
		Session 3: Clean and Healthy	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		
Lower Key Stage Two (Year 3 and Year 4)	Story Sessions: Designed for a Purpose (Kester’s Adventures)	Session 1: We Don’t Have To Be The Same	Session 1: What Am I Feeling?	Session 1: Life Cycles Yr4	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?			Session 2: When Things Feel Bad	Session 2: Chatting Online		
		Session 3: What Is Puberty? Yr4	Session 3: I Am Thankful			Session 3: When Things Change	Session 3: Physical Contact	Session 2: What Is The Church?	
	Session 1: Sacraments	Session 4: Changing Bodies Yr4							
Upper Key Stage Two (Year 5 and Year 6)	Story Sessions: Made to Grow (Kester’s Adventures)	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (part 1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing Online	Session 1: Trinity House	Session 1: Reaching Out
		Session 2: Girls Bodies	Session 2: Peculiar Feelings			Session 2: Do You Want A Piece Of Cake?	Session 2: Chatting Online		
		Session 3: Boys Bodies	Session 3: Emotional Changes	Session 3: Menstruation		Session 3: Self Talk	Session 3: Physical Contact	Session 2: Catholic Social Teaching	
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online						



## Appendix 4: PSHRE Knowledge Progression

**Ten Ten: Module 1: Created and Loved by God**

**Module 2: Created to Love Others**

**Module 3: Created to live in Community**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>		<p><i>Created and Loved by God</i></p> <p><b>Religious Understanding:</b> Handmade with Love</p> <p><i>Created individually by God, created us to know, love and serve Him, giving thanks to God</i></p> <p><b>Me, my body, my health</b> I am me <i>Created by God and special because you are made and loved by Him.</i></p> <p><b>Head, shoulders, knees and toes</b></p>	<p><i>Created to Love Others</i></p> <p><b>Religious Understanding:</b> Role Model</p> <p><b>Personal Relationships:</b> Who's Who</p> <p><b>Personal Relationships:</b> You've got a friend in me</p> <p><b>Personal Relationships:</b> Forever Friends</p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional well-being</b> I like, You like, We all like</p> <p><b>Emotional well-being</b> Good feelings, bad feelings</p> <p><b>Me, my body, my health</b> Ready Teddy?</p>	<p><i>Created to Love Others</i></p> <p><b>Keeping Safe:</b> Safe Inside and Out</p> <p><b>Keeping Safe:</b> My Body, My Rules</p> <p><b>Keeping Safe:</b> Feeling Poorly</p> <p><b>Keeping Safe:</b> People Who Help Us</p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> God is Love</p> <p><b>Religious Understanding:</b> Loving God, Loving Others</p> <p><b>Living in the Wider World:</b> Me, You, Us</p>
		<b>Key concepts and ideas:</b> Grateful, Appreciated, Personhood	<b>Key concepts and ideas:</b> Friendship, Relationships	<b>Key concepts and ideas:</b> Grateful, Appreciated, Personhood	<b>Key concepts and ideas:</b> Gratitude, Honest, Loving	<b>Key concepts and ideas:</b> Grateful, Appreciative, Loving
		<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<p><b><i>Created and Loved by God</i></b></p> <p><b>Religious Understanding</b> – Handmade with Love</p> <p><i>Created individually by God, created us to know, love and serve Him, giving thanks to God</i></p>	<p><b><i>Created to Love Others</i></b></p> <p><b>Religious Understanding:</b> God Loves You</p> <p><i>All part of Gods family, saying sorry, to love others.</i></p> <p><b>Personal Relationships:</b> Special People</p> <p><i>Identify special people (parents, carers, friends) importance of nuclear and wider family, trusting special people</i></p>	<p><b><i>Created to Love Others</i></b></p> <p><b>Personal Relationships:</b> Treats Others Well...</p> <p><i>Impact of their behaviour, appropriate and inappropriate behaviour, what makes a good friend?</i></p> <p><b>Personal Relationships:</b> ...And Say Sorry</p> <p><i>Saying sorry, forgiveness, recognise when people are unkind to them and how to deal with this</i></p>	<p><b><i>Created to Love Others</i></b></p> <p><b>Keeping Safe:</b> Being Safe</p> <p><i>Understand safe and unsafe situations</i></p> <p><b>Keeping Safe:</b> Good Secrets and Bad Secrets</p> <p><i>Resist pressure when feeling unsafe, speak to a trusted person</i></p> <p><b>Keeping Safe:</b> Physical Contact</p> <p><i>Bodily privacy, trust, speaking to a trusted special person if they are troubled</i></p>	<p><b><i>Created to Live in Community</i></b></p> <p><b>Religious Understanding:</b> Trinity House</p> <p><i>God is love – Father, Son and Holy Spirit, called to be loved and love others</i></p> <p><b>Living in the Wider World:</b> Who is my Neighbour?</p> <p><i>Community and to live in communion with each other</i></p>
		<b>Key concepts and ideas:</b> Grateful, Faith, Personhood	<b>Key concepts and ideas:</b> Gratitude, Honesty, Attentive, Compassion, Courage, Loving, Serving, Courteous, Friendship, Forgiveness, Empathy	<b>Key concepts and ideas:</b> Loving, Kindness, Courteous, Friendship Empathy, Forgiveness	<b>Key concepts and ideas:</b> Respect, Honesty, Trust, Wisdom, Courage	<b>Key concepts and ideas:</b> Loving, Service, Responsibility, Compassion, Justice
		<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b> Linking to Aut 2 – saying sorry	<b>Building on previous learning:</b> Linking in Special People from Aut 2 3 sessions build on the development of the same virtues.	<b>Building on previous learning:</b>

Year 2		<p><b>Created and Loved by God</b></p> <p><b>Religious Understanding</b> – Handmade with Love</p> <p><i>Created individually by God, created us to know, love and serve Him, giving thanks to God</i></p> <p><b>Me, My Body, My Health:</b> I am Unique</p> <p><i>Unique, individual gifts, talents and skills</i></p>	<p><b>Created and Loved by God</b></p> <p><b>Me, My Body, My Health:</b> Girls and Boys (My Body)</p> <p><i>Parts of our bodies and names, differences and similarities between girls and boys created by God</i></p> <p><b>Me, My Body, My Health:</b> Clean and Healthy (My Health)</p> <p><i>Looking after our bodies, healthy lifestyles, sleep and personal hygiene</i></p>	<p><b>Created and Loved by God</b></p> <p><b>Emotional Well Being:</b> Feelings, Likes and Dislikes</p> <p><i>Trusting each other, different tastes, similar needs, describing feelings</i></p> <p><b>Emotional Well Being:</b> Feeling Inside Out</p> <p><i>Feelings and actions, developing our character based on good actions</i></p>	<p><b>Created and Loved by God</b></p> <p><b>Emotional Well Being:</b> Super Susie Gets Angry</p> <p><i>Managing feelings and behaviour, consequences, asking for forgiveness and to forgive</i></p> <p><b>Life Cycles:</b> The Cycle of Life</p> <p><i>Natural life stages from birth to death and what these are</i></p>	<p><b>Created to Live in Community</b></p> <p><b>Religious Understanding:</b> Trinity House</p> <p><i>God is love – Father, Son and Holy Spirit, called to be loved and love others</i></p> <p><b>Living in the Wider World:</b> The Communities We Live In</p> <p><i>Belonging to various communities, helping at home, duty of care for others, our world</i></p>
		<b>Key concepts and ideas:</b> Grateful, Faith, Personhood	<b>Key concepts and ideas:</b> Respect, Grateful, Temperance	<b>Key concepts and ideas:</b> Respect, Love, Compassion, Patience, Prudence	<b>Key concepts and ideas:</b> Respect, Loving, Attentive, Wisdom, Respect, Personhood, Curious	<b>Key concepts and ideas:</b> Loving, Service, Responsibility, Service, Justice, Fairness, Peace
		<b>Building on previous learning:</b> Covered in Aut 1, Year 1 - consolidation	<b>Building on previous learning:</b>	<b>Building on previous learning:</b> The virtue of Respect is built upon from Aut 2. Feelings can be linked back to Aut 1, Year 1 and Year 2 – being created individually, developing gifts, talents and skills	<b>Building on previous learning:</b> Links back to Year 1, Spring 1 – Personal Relationships	<b>Building on previous learning:</b> Links to PSHE Aut 1– Care for Creation month

Year 3		<p><b>Created and Loved by God</b></p> <p><b>Religious Understanding –</b> Designed for a Purpose</p> <p><i>Created individually by God, to love, our purpose (vocation) grow in human virtue, examination of conscience</i></p> <p><b>Religious Understanding –</b> The Sacraments</p> <p><i>Baptism brings us closer to God, receiving Reconciliation we grow in good deeds (human virtue)</i></p>	<p><b>Created to Love Others</b></p> <p><b>Religious Understanding:</b> Jesus, My Friend</p> <p><i>Jesus' love embraces and guides us, forgiveness and Reconciliation in relationships, relationships take time to develop</i></p> <p><b>Personal Relationships:</b> Family, Friends and Others</p>	<p><b>Created to Love Others</b></p> <p><b>Personal Relationships:</b> When Things Feel Bad</p> <p><i>Bullying, including Cyber Bullying, Harassment and exploitation in relationships and how to respond</i></p> <p><b>Personal Relationships:</b> When Things Change</p>	<p><b>Created to Love Others</b></p> <p><b>Keeping Safe:</b> Sharing Online</p> <p><i>How to keep themselves and others safe, including online, how to report and get help from inappropriate material</i></p> <p><b>Keeping Safe:</b> Chatting Online</p> <p>Use technology safely, online behaviour</p> <p><b>Keeping Safe:</b> Physical Contact</p> <p><i>What physical contact is acceptable and unacceptable, the different people we can trust for help</i></p>	<p><b>Created to Live in Community</b></p> <p><b>Religious Understanding:</b> Trinity House</p> <p><i>God is love as shown through the trinity, the human family should reflect the Holy Trinity in charity and generosity</i></p> <p><b>Religious Understanding:</b> What is the Church?</p> <p><i>Charity and generosity, church family comprises of home, school and parish</i></p>
		<p><b>Key concepts and ideas:</b> Gratitude, Appreciative, Personhood, Thankful, Faith</p>	<p><b>Key concepts and ideas:</b> Honesty, Loving, Caring, Appreciative, Gratitude</p>	<p><b>Key concepts and ideas:</b> Resilience, Honesty, Friendship, Courage</p>	<p><b>Key concepts and ideas:</b> Wisdom, Discerning, Respect, Honesty, Courage, Trusting</p>	<p><b>Key concepts and ideas:</b> Love, Service, Responsibility, Compassion, Empathy, Justice, Fairness,</p>
		<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b> These three units build upon each other and repeat the themes of behaviour online.</p>	<p><b>Building on previous learning:</b></p>

<b>Year 4</b>	<p><i>Created and Loved by God</i></p> <p><b>Religious Understanding –</b> Designed for a Purpose</p> <p><b>Me, My Body, My Health:</b> We Don't Have to Be the Same</p> <p><i>We are unique, difference and similarities should be celebrated, self confidence</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Respecting Our Bodies</p> <p><i>Respect and look after our bodies as a gift from God</i></p> <p><b>Me, My Body, My Health:</b> What Is Puberty?</p> <p><i>The term puberty, changes that take place to their bodies, puberty is God's plan for our bodies.</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Changing Bodies</p> <p><i>Correct naming of genitalia, what changes happen during puberty</i></p> <p><b>Me, My Body, My Health:</b> Boy/Girl Discussion Groups</p> <p><i>Follow up from previous session if children have questions to ask in single sex groups</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Well Being:</b> What Am I Feeling?</p> <p><i>Emotions change as they grow, intensity of feelings, emotional wellbeing, positive actions, trusted people</i></p> <p><b>Emotional Well Being:</b> What Am I Looking At?</p> <p><i>Recognise that media images do not always portray the truth</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Well Being:</b> I Am Thankful</p> <p><i>Some behaviour is wrong, unacceptable, unhealthy and risky, thankfulness builds resilience</i></p> <p><b>Life Cycles:</b> Life Cycles</p> <p><i>Handmade by God, with the help of their parents, how a baby grows and develops in their mother's womb, conception, life in the womb</i></p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> Alms Houses</p> <p><i>The human family is to respect the Holy Trinity in mutual charity and generosity</i></p> <p><b>Living in the Wider World:</b> How Do I Love Others?</p>
	<p><b>Key concepts and ideas:</b> Respect, Appreciative, Reverent</p>	<p><b>Key concepts and ideas:</b> Respect, Appreciative, Reverent, Temperance</p>	<p><b>Key concepts and ideas:</b> Respect, Appreciative, Reverent</p>	<p><b>Key concepts and ideas:</b> Respect, Patient, Loving, Caring, Friendship, Appreciative, Gratitude, Truthful, Wisdom, Discerning</p>	<p><b>Key concepts and ideas:</b> Gratitude, Wisdom, Intentional, Respectful, Appreciative, Personhood</p>	<p><b>Key concepts and ideas:</b> Love, Service, Responsibility</p>
	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>

Year 5		<p><b>Created and Loved by God</b></p> <p><b>Religious Understanding –</b> Made to Grow</p> <p><i>Becoming an adult is a natural phase of life, puberty brings change, we are made to love and be loved</i></p>	<p><b>Created to Love Others</b></p> <p><b>Religious Understanding:</b> Is God Calling You?</p> <p><i>God calls us to love each other, incorporate prayer into our daily life</i></p> <p><b>Personal Relationships:</b> Under Pressure</p> <p><i>Pressure comes in different forms, strategies to resist pressure</i></p>	<p><b>Created to Love Others</b></p> <p><b>Personal Relationships:</b> Do You Want a Piece of Cake?</p> <p>Consent and bodily autonomy, rights to say no</p> <p><b>Personal Relationships:</b> Self-Talk</p> <p><i>Thoughts and feelings impact our actions, approach to personal friendships and relationships</i></p>	<p><b>Created to Love Others</b></p> <p><b>Keeping Safe:</b> Sharing Online</p> <p><i>Responsibility for being online, use tech safely, report inappropriate content</i></p> <p><b>Keeping Safe:</b> Chatting Online</p> <p><i>Cyberbullying – dealing with, reporting, keeping safe</i></p> <p><b>Keeping Safe:</b> Physical Contact</p> <p><i>What physical contact is acceptable, different people to trust for help</i></p>	<p><b>Created to Live in Community</b></p> <p><b>Religious Understanding:</b> Trinity House</p> <p><b>Religious Understanding:</b> Catholic Social Teaching</p>
		<p><b>Key concepts and ideas:</b> Gratitude, Loving, Appreciative, Personhood</p>	<p><b>Key concepts and ideas:</b> Loving, Courteous, Friendship, Empathy, Attentive, Forgiveness</p>	<p><b>Key concepts and ideas:</b> Loving, Empathy, Attentive</p>	<p><b>Key concepts and ideas:</b> Respect, Honesty, Wisdom, Courage, Trusting</p>	<p><b>Key concepts and ideas:</b></p>
		<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>	<p><b>Building on previous learning:</b></p>



Year 6	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Gifts and Talents</p> <p><i>Growth and maturity, creating community, self confidence</i></p> <p><b>Me, My Body, My Health:</b> Girls Bodies</p> <p><i>Humans are different to other animals, unique growth and development, respect their bodies, modesty and boundaries</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Me, My Body, My Health:</b> Boys Bodies</p> <p><i>Humans are different to other animals, unique growth and development, respect their bodies, modesty and boundaries</i></p> <p><b>Me, My Body, My Health:</b> Spots and Sleep</p> <p><i>Good choices have an impact on health, avoid use of electronics</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Wellbeing:</b> Body Image</p> <p><i>Images on media do not always reflect reality, affects feelings and self-worth, thankfulness builds resilience</i></p> <p><b>Emotional Wellbeing:</b> Peculiar Feelings</p> <p><i>Intensity of feelings, some behaviour is wrong, unacceptable, unhealthy or risky</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Emotional Well Being:</b> Emotional Changes</p> <p><i>Emotions change as they grow up, intensity of feelings, emotional well being</i></p> <p><b>Emotional Well Being:</b> Seeing Stuff Online</p> <p><i>Harmful and harmless videos and images, impact of these, combat and deal with seeing harmful information</i></p>	<p><i>Created and Loved by God</i></p> <p><b>Life Cycles:</b> Making Babies</p> <p><i>How a baby grows and develops in the mother's womb</i></p> <p><b>Life Cycles:</b> Menstruation</p> <p>The nature and role of menstruation in the fertility cycle, managing the onset of menstruation</p>	<p><i>Created to Live in Community</i></p> <p><b>Religious Understanding:</b> Alms Houses</p> <p><b>Living in the Wider World:</b> Reaching Out</p>
	<b>Key concepts and ideas:</b> Respectful, Appreciative, Reverent, Curious	<b>Key concepts and ideas:</b> Respectful, Appreciative, Reverent, Curious	<b>Key concepts and ideas:</b> Gratitude, Respect, Friendship, Loving, Caring, Compassion, Wisdom	<b>Key concepts and ideas:</b> Respect, Friendship, Loving, Caring, Self-Control, Temperance	<b>Key concepts and ideas:</b> Curious, Respectful, Appreciative, Personhood, Wisdom	<b>Key concepts and ideas:</b>
	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>	<b>Building on previous learning:</b>