

| PSHE and RHE Medium Term Plan | | | | | |
|-------------------------------|------------------------------------|---|---|--|--|
| Autumn | Module 1: Created and Loved by God | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| | | Unit 1: Religious Understanding | | | |
| | | 1. Handmade with Love <ul style="list-style-type: none">Be able to describe aspects of the creation story. | 1. Let the Children Come <ul style="list-style-type: none">Know that we are created and loved by God. | 1. Get Up! 2. The Sacraments <ul style="list-style-type: none">Understand that we are created by God who loves us.Know about the Sacraments of Baptism and Reconciliation and how they make the invisible visible. | 1. Calming the Storm <ul style="list-style-type: none">Know that we were created individually by God who cares for us. |
| | | Unit 2: Me, My Body, My Health | | | |
| | | 1. I am Me 2. Heads, Shoulders, Knees and Toes 3. Ready Teddy <ul style="list-style-type: none">Have a basic understanding of what similarities and differences are.Explore a range of physical movements we can make with our bodies.Understand the concept of being 'ready' for different things. | 1. I am Unique 2. Girls and Boys* 3. Clean and Healthy (My Body) <ul style="list-style-type: none">Know that we are unique; that our bodies, created by God, are good.Know that we need to take good care of our bodies. | 1. We Don't Have to be the Same 2. Respecting Our Bodies 3. What is Puberty?* (Y4+) 4. Changing Bodies* (Y4+) <ul style="list-style-type: none">Understand that our similarities and differences should be celebrated.Understand some basic ways of taking care of our bodies.Understand what the term puberty means.Understand what to expect during puberty. | 1. Gifts and Talents 2. Girls' Bodies 3. Boys' Bodies 4. Spots and Sleep <ul style="list-style-type: none">Understand that we are all unique, with different family set-ups, gifts and talents.Know that the body changes which occur during puberty are necessary for a girl to become an adult woman.Know that the body changes which occur during puberty are necessary for a boy to become an adult man.Know that the choices we make regarding sleep, exercise, personal hygiene and electronic entertainment can impact on our health. |
| | | Unit 3: Emotional Well-Being | | | |
| | | 1. I Like, You Like, We All Like! 2. All the Feelings! 3. Let's Get Real <ul style="list-style-type: none">Understand that we have different likes and dislikes.Understand that everyone experiences feelings. | 1. Feelings, Likes and Dislikes 2. Feeling Inside Out 3. Super Susie Gets Angry <ul style="list-style-type: none">Have a basic understanding of our own feelings, likes and dislikes.Understand that feelings and actions are two different things.Understand that choices have consequences. | 1. What am I Feeling? 2. What am I Looking At? 3. I am Thankful <ul style="list-style-type: none">Know that we each experience a range of feelings but these are not always good guides for action.Understand what is meant by 'the media'. | 1. Body Image 2. Peculiar Feelings 3. Emotional Changes 4. Seeing Stuff Online* (Y6) <ul style="list-style-type: none">Understand that images in the media do not always reflect reality.Understand that some behaviour is wrong, unacceptable, unhealthy or risky. |

| | | | | | |
|--------|----------------------------------|---|---|--|---|
| | | <ul style="list-style-type: none"> Have a basic understanding of how feelings can affect actions, and that actions have consequences. | | <ul style="list-style-type: none"> Learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. | <ul style="list-style-type: none"> Understand that emotions change as we grow up. Understand that there are harmless and harmful videos and images online. |
| | | Unit 4: Life Cycles | | | |
| | | <ol style="list-style-type: none"> Growing Up New People, New Places <ul style="list-style-type: none"> Describe how we have grown and changed so far. Describe some experiences and feelings about our life at school. | <ol style="list-style-type: none"> The Cycle of Life Beginnings and Endings Change Is All Around <ul style="list-style-type: none"> Understand that there are different stages of life and what these are. Understand what death is. Understand that change happens throughout life. Talk simply about some changes we have experienced. | <ol style="list-style-type: none"> Life Cycles* (Y4+) A Time in Everything Big Changes, Little Changes <ul style="list-style-type: none"> Know that we were made by God with the help of our parents. Understand what death is. Identify different changes and know some of the emotions associated with change. | <ol style="list-style-type: none"> Making Babies (Part 1 – Y6) Making Babies* (Part 2 – may be omitted) Menstruation Hope Beyond Death Coping with Change <ul style="list-style-type: none"> Know that a baby grows and develops in its mother's womb. Understand that girls start having periods during puberty. Know basic facts about sexual intercourse between a man and a woman. Understand what death is and some of the feelings that are often associated with grief. Understand that we might experience different feelings when moving to our next class/secondary school. |
| Spring | Module 2: Created to Love Others | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
| | | Unit 1: Religious Understanding | | | |
| | | <ol style="list-style-type: none"> Role Model <ul style="list-style-type: none"> Know that God loves us. | <ol style="list-style-type: none"> God Loves You <ul style="list-style-type: none"> Understand that we are always welcome as part of God's family. | <ol style="list-style-type: none"> Jesus, My Friend <ul style="list-style-type: none"> Understand that God loves us and wants what is best for us. | <ol style="list-style-type: none"> God is Calling You <ul style="list-style-type: none"> Learn that God calls us to love others. |
| | | Unit 2: Personal Relationships | | | |
| | | <ol style="list-style-type: none"> Who's Who? You've Got A Friend in Me Forever Friends <ul style="list-style-type: none"> Identify our 'special people'. Describe some qualities of a good friend. | <ol style="list-style-type: none"> Special People Treat Others Well... ...and Say Sorry <ul style="list-style-type: none"> Understand the concept of 'special people' and identify our own. | <ol style="list-style-type: none"> Family, Friends and Others... When Things Feel Bad <ul style="list-style-type: none"> Know that there are different types of relationships, including family, friends and others. Develop a greater awareness of bullying (physical and emotional). | <ol style="list-style-type: none"> Under Pressure Do You Want a Piece of Cake? Self-Talk Build Others Up* (Y6) <ul style="list-style-type: none"> Learn that pressure comes in different forms, and what some of those different forms are. |

| | | | | | |
|--|--|---|--|---|--|
| | | <ul style="list-style-type: none"> Have a basic understanding of kind/unkind behaviour. | <ul style="list-style-type: none"> Gain a basic understanding of what is appropriate and inappropriate behaviour. Understand the importance of saying sorry and seeking forgiveness to mend friendships. | <ul style="list-style-type: none"> Understand that all bullying is wrong. | <ul style="list-style-type: none"> Gain a basic understanding of consent and bodily autonomy. Understand that how we think can affect our feelings and in turn our actions and that we call this 'self-talk'. Know that bullying is always wrong. |
| | | Unit 3: Life Online | | | |
| | | <ol style="list-style-type: none"> What is the Internet? Playing Online <ul style="list-style-type: none"> Have a basic understanding of what the internet is. Understand that we should ask an adult about anything we encounter online that we are not sure about, or which makes us feel worried or unsafe. | <ol style="list-style-type: none"> Real Life Online Rules to Help Us <ul style="list-style-type: none"> Understand what the internet is and be able to describe ways in which we like to use it. Understand that we should ask an adult about anything we encounter online that we are not sure about or which makes us feel worried or unsafe. | <ol style="list-style-type: none"> Sharing Online Chatting Online <ul style="list-style-type: none"> Know how to use technology safely, what is good and not good to share online, that bad language and bad behaviour online is inappropriate. Understand how we can stay safe and get help from a trusted adult. | <ol style="list-style-type: none"> Sharing Isn't Always Caring Cyberbullying <ul style="list-style-type: none"> Know about the different ways we use the internet. Know what cyberbullying means. Know safety rules about chatting online and ways we can stay safe online. Know how to seek help from a trusted adult. |
| | | Unit 4: Keeping Safe | | | |
| | | <ol style="list-style-type: none"> Safe Inside and Out My Body, My Rules* Feeling Poorly People Who Help Us <ul style="list-style-type: none"> Recognise some safe and unsafe situations, inside and out. Know that privates are private, and that we should talk to our special people about anything that worries us. Understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us. Have a basic understanding of the different jobs people do which help us. | <ol style="list-style-type: none"> Good and Bad Secrets Physical Contact* Harmful Substances Can You Help Me? (Part 1) Can You Help Me? (Part 2) <ul style="list-style-type: none"> Understand that there are good secrets and bad secrets. Understand that privates are private; that medicines are drugs, but not all drugs are good for us. Understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help. | <ol style="list-style-type: none"> Safe in my Body* (Y4) Drugs, Alcohol and Tobacco First Aid Heroes Rights and Responsibilities <ul style="list-style-type: none"> Know that if we feel unsafe, we can and should seek out a trusted adult for help and support. Learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body. Know that in emergency situations we should remain calm and call 999. Identify different rules at home, school and in the community. Understand some of the values and rights we uphold. | <ol style="list-style-type: none"> Types of Abuse* (Y6) Impacted Lifestyles Making Good Choices Giving Assistance <ul style="list-style-type: none"> Know that if we feel unsafe, we can and should seek out a trusted adult for help and support. Learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Understand that as we get older we may come under pressure when it comes to drugs, alcohol and tobacco. Understand that, amongst other things, the job of a First Aider is to keep themselves and the casualty safe. |

| Summer | Module 3: Created to Live in Community | EYFS | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
|--|--|---|---|---|--|
| | | Unit 1: Religious Understanding | | | |
| | | 1. God is Love 2. Loving God, Loving Others <ul style="list-style-type: none"> Gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God. Understand what a community is and that we all belong to different communities. | 1. Three in One 2. Who is my Neighbour? <ul style="list-style-type: none"> Understand that God loves us and wants us to love others. Understand that everyone is our neighbour. | 1. A Community of Love 2. What is the Church? <ul style="list-style-type: none"> Learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this Understand that the Church is not a building, but all the people around the world who believe in Jesus. | 1. The Holy Trinity 2. Catholic Social Teaching <ul style="list-style-type: none"> Understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. Learn what the seven principles of Catholic Social Teaching are. |
| | | Unit 2: Living in the Wider World | | | |
| | | 1. Me, You, Us 2. When I Grow Up... 3. 'Money Doesn't Grow on Trees' <ul style="list-style-type: none"> Understand that we belong to various communities. Describe some jobs that people have. Recognise money and know it helps us to buy things. | 1. The Communities We Live In 2. Who Will I Be? 3. Needs and Wants <ul style="list-style-type: none"> Understand that we belong to different communities. Understand that a job is a way to earn money to pay for things. Recognise money and simply understand the difference between needs and wants. | 1. How Do I Love Others? 2. Working Together 3. Money Matters <ul style="list-style-type: none"> Recognise actions which make us feel loved or cared for. Identify different types of work and some of the skills, strengths and gifts required for these. Understand some choices about managing money and some advantages and disadvantages of different payment methods. | 1. Reaching Out 2. The World of Work 3. Money and Me <ul style="list-style-type: none"> Understand how to apply the principles of Catholic Social Teaching to current issues. Identify different types of work. Understand some of the factors that influence job choices and recognise the harmful effects of stereotyping. Understand that tracking our money and budgeting is part of good money management. |
| Key Decisions Sessions that involve a key decision are marked with an *. It is important to note that these decisions are reviewed each year with regular consultation with parents and staff. Resources and timings of lessons are adapted to suit the needs of each cohort. | | | | | |
| 1. Genitalia KS1 / Module 1 – Unit 2 / Session 2 – Girls and Boys | | In this session, the names of private body parts are discussed. It is important for children to know that there are differences between boys and girls therefore Version 1 of the lesson is used in Year 1 and Version 2 is used in Year 2. | | | |
| 2. Puberty LKS2 / Module 1 – Unit 2 / Session 3 – What is Puberty? / Session 4 – Changing Bodies | | In this session, children learn about the changes that will happen to boys and girls when they reach puberty. These sessions are taught in Year 4 onwards and they are taught again in Year 5 to develop pupils understanding further. Resources for these sessions are adapted to suit the needs of the cohort. | | | |
| 3. Life Cycles LKS2 / Module 1 – Unit 4 / Session 1 – Life Cycles | | In this session, children learn about the human reproductive system. However, sexual intercourse is not discussed. This session is taught in Year 5, it is felt that it best suits this year group and it supports the delivery of the Year 5 Science 'Animals including Humans' topic which is taught at a similar time. | | | |

| | |
|---|--|
| 4. Talking About Pornography UKS2 / Module 1 – Unit 3 / Session 4 – Seeing Stuff Online | In this session, the risks that children face from seeing explicit images and videos online are addressed. It is very much a session that links closely to 'online safety'. This session will be taught in Year 6 only. |
| 5. Talking About Sex UKS2 / Module 1 – Unit 4 / Session 2 – Making Babies (Part 2) | In this session, the question 'Where do babies come from?' is answered. The teaching is provided within the context of marriage being God's plan for the place of sex within a relationship. These sessions (Part 1 and 2) are delivered in Year 6 within the option of Part 2 being parent-led with their children at home. |
| 6. Female Genital Mutilation (FGM) KS1, LKS2 and UKS2 / Module 2 – Unit 4 / Various sessions | These sessions address FGM in an age-appropriate way. The National FGM Centre advises that girls are most at risk at primary school age and therefore recommends that primary schools teach about FGM where possible. The sessions are delivered and resources are adapted to suit each cohort – the LKS2 lesson is delivered in Y4 and the UKS2 lesson in Y6. |
| 7. Discussing Protected Characteristics Concerning Sex UKS2 / Module 2 – Unit 2 / Session 4 – Build Others Up | In this session, children are taught about the protected characteristics of age, disability, marriage and civil partnership, pregnancy and maternity, race and religion or belief. The protected characteristics of sex, sexual orientation and gender reassignment are not explicitly named within the film. This session is delivered in Year 6 only. |

No Outsiders: Everyone Different, Everyone Welcome

N.B. The first week of every half-term will focus on 'No Outsiders: Everyone Different, Everyone Welcome'.

Each year group will have a set text to use during this week and any work will be evidenced in the class Big Book.

| | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|-----------------|---|--|---|---|---|--|--|
| AUTUMN | Autumn 1 | You Choose  | Elmer  | Can I Join Your Club?  | This is Our House  | Along Came a Different  | Kenny Lives with Erica and Martina  | King of the Sky  |
| | | <i>To choose what I like</i> | <i>I like the way I am</i> | <i>To welcome different people</i> | <i>To understand what discrimination means</i> | <i>To help someone accept difference</i> | <i>To consider consequences</i> | <i>To consider responses to immigration</i> |
| | Autumn 2 | Red Rockets and Rainbow Jelly  | Going to the Volcano  | How to be a Lion  | We're All Wonders  | Dogs Don't Do Ballet  | Rose Blanche  | The Only Way is Badger  |
| | | <i>It's ok to like different things</i> | <i>To join in</i> | <i>To have self-confidence</i> | <i>To understand what a bystander is</i> | <i>To choose when to be assertive</i> | <i>To justify my actions</i> | <i>To consider language and freedom of speech</i> |
| SPRING | Spring 1 | Hello, Hello  | Want to Play Trucks?  | The Great Big Book of Families  | Beegu  | Red: A Crayon's Story  | Mixed  | Leaf  |
| | | <i>To say hello</i> | <i>To find ways to play together</i> | <i>To understand what diversity is</i> | <i>To be welcoming</i> | <i>To be proud of who I am</i> | <i>To consider responses to racist behaviour</i> | <i>To overcome fears about difference</i> |

| | | | | | | | | |
|--------|----------|---|---|--|---|---|---|---|
| SUMMER | Spring 2 | The Family Book | Hair, It's a Family Affair | Amazing | The Truth About Old People | Aalfred and Aalbert | How To Heal a Broken Wing | The Island |
| | |  |  |  |  |  |  |  |
| | | All families are different | Proud to be me | To think about what makes a good friend | To recognise a stereotype | To find common ground | To recognise when someone needs help | To consider causes of racism |
| | Summer 1 | Mommy, Mama and Me | My World, Your World | What the Jackdaw Saw | The Hueys in the New Jumper | When Sadness Comes to Call | The Girls | Introducing Teddy |
| | |  |  |  |  |  |  |  |
| | | To celebrate my family | I share the world with lots of people | To communicate in different ways | To recognise and help an outsider | To look after my mental health | To explore friendship | To show acceptance |
| | Summer 2 | Blue Chameleon | Errol's Garden | All Are Welcome | Planet Omar: Accidental Trouble Magnet | Julian is a Mermaid | And Tango Makes Three | A Day in the Life of Marlon Bundo |
| | |  |  |  |  |  |  |  |
| | | To make a new friend | To work together | To know I belong | To consider living in Britain today | To show acceptance | To exchange dialogue and express an opinion | To consider democracy |

| Caritas in Action | | | | | | | |
|-------------------|---|--|---|---|--|---|---|
| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn 2 | <u>Dignity of the Human Person</u> <ul style="list-style-type: none"> - God made me and loves me very much. - God made me and all my friends very beautiful. - We show our love for each other. - We thank God for loving us and our love for each other. | <u>Option for the Poor and Vulnerable</u> <ul style="list-style-type: none"> - God's gifts are for everyone. - Learning to share with our friends so that everyone has enough. - Helping everybody to be happy. - Using our gifts to help others. | <u>Family and Community</u> <ul style="list-style-type: none"> - We are all part of a community. - We look after and care for each other - I belong to my family and my community. - My community needs me. | <u>The Dignity of Work</u> <ul style="list-style-type: none"> - Everybody's work is valuable and important for the community. - Working together to build up our school family. - Finding my special job, my gift to the world. - Working hard to be the best you can be for others. | <u>Solidarity and the Common Good</u> <ul style="list-style-type: none"> - I listen to you with my ears, eyes, heart and mind. - We walk together as people of peace. | <u>Stewardship</u> <ul style="list-style-type: none"> - All things are connected. - Enough for everybody's need, but not for everybody's greed. | <u>Rights and Responsibilities</u> <ul style="list-style-type: none"> - Recognising the difference between rights and responsibilities. - Happiness comes in sharing and giving. |
| Spring 1 | <u>Family and Community</u> <ul style="list-style-type: none"> - My family at home. - My school family. - We are all different and we love and care for each other. - We love and look after each other because we are all brothers and sisters in God's family. | <u>The Dignity of Work</u> <ul style="list-style-type: none"> - We are helping to do God's work. - We use our gifts for each other. - Everybody's gifts are needed to build God's world. - When we build together we can do much more. | <u>Solidarity and the Common Good</u> <ul style="list-style-type: none"> - We are brothers and sisters – one family – one world. - We learn together. - We build together a community of peace. - We celebrate everything. | <u>Stewardship</u> <ul style="list-style-type: none"> - Learning from God's creation. - Making good choices – being responsible. - God's gardeners. - Celebrating the harvest. | <u>Rights and Responsibilities</u> <ul style="list-style-type: none"> - Barriers to happiness. - Exploring our responsibilities for each other. | <u>Dignity of the Human Person</u> <ul style="list-style-type: none"> - Each person is unique and irreplaceable – everyone matters. - People matter more than possessions. | <u>Option for the Poor and Vulnerable</u> <ul style="list-style-type: none"> - Helping each other to see brothers and sisters, not strangers, in need. - Raising awareness locally and nationally. - Being Christ's voice in our area for those who need us the most. |

| | | | | | | | |
|-----------------|---|--|--|--|---|---|---|
| Spring 2 | <u>Solidarity and the Common Good</u> <ul style="list-style-type: none"> - We are friends. - We play together in love and peace. - We help each other. - We thank God for each other. | <u>Stewardship</u> <ul style="list-style-type: none"> - Discovering God's beautiful creation. - Playing in and caring for creation. - Helping God's creation grow. - Celebrating God's creation. | <u>Rights and Responsibilities</u> <ul style="list-style-type: none"> - Happiness is? - Exploring what makes us happy. - Finding happiness with each other. - Helping each other to make the right choices. - Fair shares for all. | <u>Dignity of the Human Person</u> <ul style="list-style-type: none"> - We are all equal in God's eyes and loved. - I have been given a special gift for the world. | <u>Option for the Poor and Vulnerable</u> <ul style="list-style-type: none"> - Why are some parts of our area richer or poorer than others? - What are the needs of those in a poor area compared with those in a rich area? | <u>Family and Community</u> <ul style="list-style-type: none"> - Building up the community. - Building up the Kingdom of God. | <u>The Dignity of Work</u> <ul style="list-style-type: none"> - Recognising and helping others to find their gift and share it. - Enabling each other to aim high. |
| Summer 1 | <u>Rights and Responsibilities</u> <ul style="list-style-type: none"> - God wants everyone to be happy. - God gives us all what we need to be happy. - Making the right choices. - We share all God's gifts. | <u>Dignity of the Human Person</u> <ul style="list-style-type: none"> - God loves us equally as His children. - We are all different and amazing. - We love and look after each other because we are brothers and sisters. - Loving each other makes us strong. | <u>Option for the Poor and Vulnerable</u> <ul style="list-style-type: none"> - Some of God's family have plenty and some don't. - Exploring the feelings of those who have plenty and those who have little. - Working together to make our family happy. - Exploring fairness and justice. - Who needs our help? How can we help? | <u>Family and Community</u> <ul style="list-style-type: none"> - What makes community? - Who is in my community? | <u>The Dignity of Work</u> <ul style="list-style-type: none"> - Exploring our understanding of work. - How does work build us up? - The many sides of working together. | <u>Solidarity and the Common Good</u> <ul style="list-style-type: none"> - We face challenges together. - Building our mission team. | <u>Stewardship</u> <ul style="list-style-type: none"> - Stewards of God's world. - Seeing God in creation. |