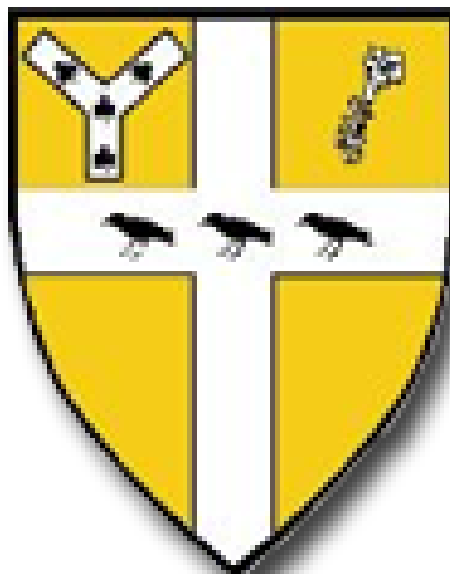


St. Augustine of Canterbury Catholic Primary School

PSHE and RSE Curriculum Overview



Core themes and topics

Learning opportunities within each of the core themes have been grouped into topic areas as follows:

Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	Core Theme 3: Living in the Wider World
Healthy Lifestyles Keeping Safe Growing and Changing	Healthy Relationships Feelings and Emotions Valuing Difference	Rights and Responsibilities Taking Care of the Environment Money

Topics from each core theme are explored at different terms in the academic year, often linking with other experiences that arise e.g. National Anti-bullying Week, Road safety etc.

PSHE is a spiral curriculum. Learning opportunities are revisited in subsequent year groups, gradually expanding and deepening the children's knowledge, skills, and attributes.

Long term whole school overview

	Autumn			Spring			Summer		
RSE Module		Module 1: created and loved by God (Autumn 2 and Spring 1)			Module 2: created to love others (Spring 2 and Summer 1)			Module 3: Created to live in community (Spring 2)	
PSHE Topic	Rights and Responsibilities	Valuing difference	Healthy Lifestyles	Growing and Changing	Feelings and Emotions	Healthy Relationships	Keeping Safe	Money	Taking Care of the Environment
EYFS	Group and class rules; new routines, Yr 6 lunch buddies Build constructive and respectful relationships. Think about the perspectives of others.	All about me topic. See themselves as a valuable individual.	What helps keep bodies healthy;	Manage their own needs.	Recognising feelings in self; Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Trusted people, falling out and making friends, PANTS	Road safety, water safety- RNLI	Where money comes from; how to use money	Looking after the local environment CAFOD
Year 1	Group and class rules; everybody is unique in some	Respecting similarities and differences in others; sharing views and ideas	What helps keep bodies healthy; hygiene routines	Recognising what they are good at; setting goals. Change and	Recognising feelings in self and others; sharing feelings	Secrets and keeping safe; special people in their lives; playing co-	Family networks - who looks after them; Keeping safe around	Where money comes from; how to use money -saving	Looking after the local environment CAFOD

	ways and the same in others	- fair/unfair, kind/unkind, right and wrong		loss and how it feels		operatively; appropriate touch PANTS	household products; how to ask for help if worried about something	and spending money (CROSS YEAR-GROUP PROJECT WITH YEAR 2)	
Year 2	Group and class rules; respecting their own and others' needs; groups and communities they belong to; people who work in the community; getting help in an emergency	Respecting similarities and differences in others; sharing views and ideas - fair/unfair, kind/unkind, right and wrong	Healthy choices; different feelings; managing feelings, personal hygiene,	Recognising what they are good at; setting goals. Growing; changing and being more independent; correct names for body parts (including external genitalia)	Behaviour; bodies and feelings can be hurt	Listening to others and playing cooperatively; appropriate and inappropriate touch; teasing and bullying PANTS	Keeping safe in different situations; medicine; how to ask for help if they are worried about something; privacy in different contexts	Where money comes from; saving and spending money; making choices; keeping track of money spent/saved (CROSS YEAR-GROUP PROJECT WITH YEAR 1)	Looking after the local environment CAFOD
Year 3	Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community	Recognising and responding to bullying - nature and consequence of bullying	What makes a balanced diet; opportunities for making own choices with food; what influences their food choices; habits	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings	Recognising feelings in others; responding to how others are feeling; keeping secrets; recognising /managing dares	Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively PANTS	Strategies to help keep safe, spotting personal risks and risks in the home, basic emergency aid; people who help them stay healthy and safe	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 4)	Responsibilities rights and duties; being part of a community CAFOD
Year 4	Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the	Listen and respond effectively to people; share points of view.	What makes a balanced lifestyle and making choices; drugs common to everyday	Recognising what they are good at; setting goals. Changes that happen in life and feelings	Keeping something confidential or secret; when to break a confidence;	Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers	How to keep safe in local area and online; people who help them stay healthy and	Role of money; managing money (saving and budgeting); what is meant by interest and loan, tax	Sustainability of the environment across the world - CAFOD

	UK and around the world	Uniqueness, challenging stereotypes.	life; hygiene and germs	associated with change	recognise and manage dares	PANTS	safe, peer pressure.	(CROSS YEAR-GROUP PROJECT WITH YEAR 3)	
Year 5	Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences	Listening to others; raise concerns and challenge stereotypes and discrimination.	What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices	Recognising what they are good at; Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief Changes at puberty.	Responding to feelings in others; confidentiality; managing dares	Consequences of actions; working collaboratively; negotiation and compromise; giving feedback, different types of relationships PANTS	Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety, managing risk and safety	Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; (CROSS YEAR-GROUP PROJECT WITH YEAR 6)	Different rights; responsibilities and duties; institutions that support communities; CAFOD
Year 6	Discuss and debate health and wellbeing issues. Human rights; the rights of child; cultural practices and British law. Being part of a community; groups that support communities. Being critical of what is in the media and what they	Listening to others; raise concerns and challenge. What makes people the same or different; recognising and challenging stereotypes; discrimination and bullying	Images in the media and reality; how this can affect how people feel; risks and effects of drugs, hygiene	Recognising what they are good at; Changes at puberty (recap Y5); human reproduction; roles and responsibilities of parents	Confidentiality and when to break a confidence; managing dares	Different types of relationships; positive and healthy relationships; maintaining relationships; recognising when a relationship is unhealthy (including forced marriage); committed; loving relationships; marriage.	Keeping safe; influences on behaviour; resisting pressure; rights to protect their body and speaking out; who is responsible for their health and safety; where to get help and advice	Enterprise; setting up an enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 5)	How resources are allocated; effect of this on individuals; communities and environment CAFOD

	forward to others					Acceptable and unacceptable physical touch; personal boundaries and the right to privacy PANTS			
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