



Knowledge in red aimed at Y1, Knowledge in green aimed at Y2, Knowledge in black aimed at both Y1 and Y2.	
Year 1/2 Cycle A	Lent 1
Topic	10:10 Module 2 Created and Loved by Others
National Curriculum	<p style="text-align: center;">Unit 2: Personal Relationships (3 x 1hr sessions or 6 x 30 minutes sessions-See MTP)</p> <p>1. Special People</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives. R2. to identify the people who love and care for them and what they do to help them feel cared for. R3. about different types of families including those that may be different to their own. R4. to identify common features of family life. R5. that it is important to tell someone (such as their teacher or trusted adult) if something about their family makes them unhappy or worried.</p> <p>2. Treating Others Well</p> <p>R6. about how people make friends and what makes a good friendship. R7. about how to recognise when they or someone else feels lonely and what to do. R10. that bodies and feelings can be hurt by words and actions; R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying, and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R21. about what is kind and unkind behaviour, and how this can affect others. R22. about how to treat themselves and others with respect; how to be polite and courteous. L2. how people and other living things have different needs; about the responsibilities of caring for them. L5. about the different roles and responsibilities people have in their community.</p> <p>3. And say sorry</p> <p>H14. how to recognise what others might be feeling. H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. H24. how to manage when finding things difficult. R8. simple strategies to resolve arguments between friends positively. R9. how to ask for help if a friendship is making them feel unhappy. R10. that bodies and feelings can be hurt by words and actions; R21. about what is kind and unkind behaviour, and how this can affect others. R22. about how to treat themselves and others with respect; how to be polite and courteous. R24. how to listen to other people and play and work cooperatively. R25. how to talk about and share their opinions on things that matter to them.</p>
Core Knowledge	<p>1. Know who is special to us and how we can communicate with them. Know why our trusted adults are special and how we can communicate with them.</p> <p>2. Know the difference between appropriate and inappropriate behaviour. Know how to describe and practise the qualities of being a good friend.</p> <p>3. Know when and how to say sorry and seek forgiveness. Know that being unkind hurts God and the importance of saying sorry.</p>



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Wider Knowledge	Know that others; families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care.
Skills	<p>1. Record who is special to you. Record who is special to you, explain why they are special and how you communicate with them.</p> <p>2. Sort the qualities given into appropriate and inappropriate behaviours. Think of and record qualities of good and bad friends. Show how this can be lived out (drama).</p> <p>3. Discuss times where we may have been unkind. Reflect on the importance of saying sorry to mend friendships. Discuss that when we are unkind to others, we hurt God too and we need to say sorry to Him.</p> <p>Essential Skills</p> <ul style="list-style-type: none"> • Active Listening • Empathy • Communication • Team Work • Negotiation
Diversity Links	<ul style="list-style-type: none"> • Relate back to the school's 'Learning To Serve Promises' and classroom expectations as well as our Gospel Values which underpin everything we do and are celebrated and recognised through our actions which makes up our individual character. • Read It's Okay to Be Different by Todd Parr-Explore the themes that it's ok to need some help/be a different colour/ have a disability/talk about your feelings.
Vocabulary	appropriate, behaviour, compassion, consequences, family, forgiveness, friendship, different, acceptance, celebrated, reconciliation, respect, special.

Knowledge in red aimed at Y3, Knowledge in green aimed at Y4, Knowledge in black aimed at both Y3 and Y4.

Year 3/4 Cycle A	Lent I
Topic	10:10 Module 2 Created and loved by others
National Curriculum	<p style="text-align: center;">Unit 2: Personal Relationships (3 x 1hr sessions or 6 x 30 minutes sessions-See MTP)</p> <p>1. Friends, Family and Others...</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</p>



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	<p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>2. When Things Feel Bad</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings.</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>R13. the importance of seeking support if feeling lonely or excluded.</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.</p> <p>R18 /R.31 (see above)</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</p>
<p>Core Knowledge</p>	<p>1. Know the different types of relationships and how they can go wrong. Know the different types of relationships and strategies to use when the relationships go wrong.</p> <p>2. Know that bullying is wrong and how to respond to bullying. Know the meaning of 'pressure' and resilience' and how to respond appropriately.</p>
<p>Wider Knowledge</p>	<p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Know that most friendships have ups and downs, and that these can often be worked through so that friendship is repaired or even strengthened, and that resorting to violence is never right.</p>



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Skills	<p>1. Discuss the relationships in role play. Discuss the key features of a healthy and unhealthy relationship. Record their family circle and explain good relationships, be able to define a bad relationship.</p> <p>Discuss the different types of relationships and strategies to use when the relationships go wrong. Know the different types of relationships, including cliques, and strategies to use when the relationships go wrong.</p> <p>Through the playscript, children discuss types of relationships, record a list of ways relationships can go wrong and act these out. Through the playscript, children discuss types of relationships, record a list of ways relationships can go wrong and act out strategies to mend these.</p> <p>2. Create an advice card for someone who is struggling with bullying. Record the meaning of pressure and resilience, explain a time when they have felt this. Write a letter to a friend with advice for how to deal with 'pressure'.</p> <p>Essential Skills</p> <ul style="list-style-type: none"> • Active Listening • Empathy • Communication • Team Work • Negotiation
Diversity Links	Recognise and appreciate that families of many forms provide a nurturing environment for children (Eg. Families headed by grandparents, adoptive parents, foster parents and carers).
Vocabulary	appropriate behaviour, community, compassion, consequence, dignity, forgiveness, inappropriate behaviour, reconciliation, resilience, respect, responsibilities, unique

Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.

Year 5/6 Cycle A	Lent 1
Topic	10:10 Module 2 Created and loved by others
PSHE Objectives	<p>Unit 2: Personal Relationships</p> <p>1. Under Pressure</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>



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	<p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>2. Do you want a piece of cake?</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>3. Self-Talk</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
Core Knowledge	<p>1. Know the different forms of pressure and strategies used to resist. Know the strategies that can be adopted to resist pressure, including the feelings of others who are feeling pressure.</p> <p>2. Know the meaning of consent and bodily autonomy. Know the meaning of consent and bodily autonomy and how this can affect feelings.</p>



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	<p>3. Know how positive self-talk can impact our feelings, actions and relationships for the better. Know how positive and negative self-talk can have an impact on our expectations.</p>
Wider Knowledge	<p>2. Understand how a culture of consent can give us all freedom and confidence to make decisions about ourselves and our experiences.</p>
Skills	<p>1. Group scenarios into unspoken and spoken pressure. Record strategies to manage good pressure and resist bad pressure. Record strategies to manage good and resist bad pressure. Discuss feelings associated with pressure.</p> <p>2. Identify the definition of 'bodily autonomy' and 'consent'. Consider different scenarios, decide how each character's bodily autonomy and consent would be affected. Identify the definition of 'bodily autonomy' and consent. Consider different scenarios, decide how each character's bodily autonomy and consent would be affect and discuss how this can affect feelings.</p> <p>3. Give examples of positive self-talk in the situation table. Give examples of negative and positive self-talk in the situation table. Record pressures in class worry monster.</p> <p>Essential Skills</p> <ul style="list-style-type: none">• Active Listening• Empathy• Communication• Team Work• Negotiation
Diversity Links	<p>British Values: Individual Liberty- is seen in day to day life through the following:</p> <ul style="list-style-type: none">• Equality and Human Rights• Respect and Dignity• Rights, choice, consent and individuality• Values and principles <p>In British society, each person's body belongs to them.</p>
Vocabulary	<p>inappropriate behaviour, banter, compassion, consent, consequences, dignity, forgiveness, pressure, reconciliation, resilience, respect, special people,</p>