



St Augustine's Catholic Academy
PSHE Intent Pentecost I

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 Topic	10:10 Module 3 Created to Live in Community
National Curriculum	<p align="center"><u>Unit 1: Religious Understanding</u></p> <p>1. R21. about what is kind and unkind behaviour, and how this can affect others. L4. about the different groups they belong to.</p> <p>2. 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. R23. to recognise the ways in which they are the same and different to others. L2. how people and other living things have different needs; about the responsibilities of caring for them. L4. about the different groups they belong to. L5. about the different roles and responsibilities people have in their community. L6. to recognise the ways they are the same as, and different to, other people.</p> <p align="center"><u>Unit 2: Living in the Wider World</u></p> <p>4. L17. about some of the strengths and interests someone might need to do different jobs. L3. about things they can do to help look after their environment.</p>
Core Knowledge	<p>1. Know that God loves us and wants us to love others. Know that the Holy Trinity represents God's love. Know how to describe how we are called to be loved and to love others.</p> <p>2. Know that everyone is our neighbour and Jesus calls us to love them. Know that the Holy Trinity is a community of love and that being made in God's image means we are made to live in a community too.</p> <p>3. Know who God is and what he wants us to do. Know how to describe God, what he wants us to do and how we show love to God.</p> <p>4. Know that we belong to various communities and our actions can help or harm the communities we are a part of. Know who belongs in our communities and how we can care for them.</p>
Wider Knowledge	<p>1. God is love: Father, Son and Holy Spirit. Being made in His image means being called to be loved and to love others.</p> <p>2. The Good Samaritan Story. Community – God calls us to live in a community with one another.</p> <p>4. We belong to various communities (home, school, parish, wider local community, national and global community). We have a duty of care for others and the world that we live in. Know what harms and improves the world in which we live.</p>
Skills	<p>1. Learn the sign of the cross. Make triangles out of lollipop sticks and label them Father, Son and Holy Spirit. Explain the meaning of the Sign of the Cross (God the Father – who made our wonderful world, God the Son – sent to the world by God the Father – Jesus, God the Holy Spirit – who helps us to love God and others)</p>



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	<p>2. Describe how we can show love to one another. Highlight the difference between, 'we are made to love God and others' and 'we are made to be loved by God and by others'. Describe how it feels to be loved and how this can help them to love others.</p> <p>3. Discuss as a class, who God is and what he wants us to do. Explain how we can show love to God. Reflect on who God is, what he wants us to do and how we show that we love God, making links to Gospel Values.</p> <p>4. Make a set of school rules to improve the school community and remind them of their responsibilities. Make a set of school rules and explain why each rule is important (Who does it help? Who does it keep safe? How?)</p>
Diversity Links	<p>Virtues to be developed (linked to Bishop Patrick's mission): Love, Motivation, Service, Compassion, Justice, Neighbourliness, Community awareness, Respect.</p> <p>Mutual respect – we treat each other as we would like to be treated. We show empathy and understanding to others, linking to the Gospel Value of Compassion.</p>
Vocabulary	<p>Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, Sign of the Cross, persons, love, designed, triangle, community, neighbour, love, The Good Samaritan, consequences, responsibilities, national, global, school, parish, home, respectful.</p>

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 Topic	<p><u>10:10 Module 3</u> Created to Live in a Community</p>
National Curriculum	<p align="center"><u>Unit 1: Religious Understanding</u></p> <p>1. 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. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L6. about the different groups that make up their community; what living in a community means.</p> <p>2. 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. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>



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	<p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means. L7. to value the different contributions that people and groups make to the community.</p> <p style="text-align: center;"><u>Unit 2: Living in the Wider World</u></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. R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. 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. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means. L7. to value the different contributions that people and groups make to the community.</p>
<p>Core Knowledge</p>	<p>1. Know how to recognise actions which make us feel loved or cared for. Know how to devise practical ways of loving and caring for others. Know how the way we feel loved and cared for can help us know how to love and care for others, and the role of God's plan for the Church as a part of this.</p> <p>2. Know that we, the Church, are called to love others as God loves us. Know examples of how we are called to love others as God loves us.</p> <p>3. Know how to recognise actions which make us feel loved and cared for. Know how the way we feel loved and cared for can help us know how to love and care for others.</p>
<p>Wider Knowledge</p>	<p>1. God wants His Church to love and care for others. How we can put love into action in the communities that we live in. The Church has grown out of God's love for us and how it can be an example and a means of loving and caring for others.</p> <p>2. The human family reflects the Holy Trinity in charity and generosity. The Church family comprises of home, school and parish (diocese).</p>



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	<p>The Church is not a building, but all the people around the world who believe in Jesus.</p> <p>3. How we can put love into action in the communities that we live in. The Church has grown out of God's love for us. The Church can be an example and a means of loving and caring for others.</p>
<p style="text-align: center;">Skills</p>	<p>1. Create a list of words to describe what God is like. (Kind, generous, loving, wise, forgiving, merciful, good, listening). Understand that we can be generous because God is generous. Record that when we are kind, generous and loving, we are acting like God, reflecting His image into the world. Record how we can do this.</p> <p>2. Understand the activities of the Early Church. Compare the activities of the Early Church to the current Church. Discuss the principles of the Church family (The Common Good, The Human Person, Social Relationships, Stewardship, Everyone is included, no one is left behind). Create a mind map of the Church, giving practical examples of the principles. Create a mind map of the Church, giving practical examples of the principles and explaining why it is important for the Church.</p> <p>3. Discuss how the Emmaus charity helps others. Discuss how this made people feel – noticed, respected, included, recognised, appreciated, secure, not alone.</p> <p>4. Understand that the work of CAFOD and Emmaus responded to a need or an injustice. Discuss how we can support local, national and global charities. Make a SMART (specific, measurable, attainable, realistic, time-bound) plan to support a charity.</p>
<p style="text-align: center;">Diversity Links</p>	<p>Relate back to the school's 'Learning to Serve Promises' as well as classroom expectations and Gospel Values which underpin everything we do. Our mission statement states, 'we do this in partnership with family and parish', reminding us that our behaviour at home should reflect our behaviour at school.</p> <p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality. • Respect and dignity. <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies.</p> <p>Mutual respect – we treat others as we would like to be treated We show empathy and understanding to others, linking to the Gospel Value of compassion.</p> <p>Virtues to be developed (linked to Bishop Patrick's mission): Faith, Love, Service, Sincerity, Community Awareness, Neighbourliness, Teamwork, Charity, Compassion, Determination, Service, Volunteering.</p> <p>Catholic Social Teaching – Teaching for the Common Good.</p>
<p style="text-align: center;">Vocabulary</p>	<p>Holy Trinity, God, Father, Son (Jesus), Holy Spirit, community of love, mystery of faith, married, family, signs, symbols, kind, generous, loving, wise, merciful, good, listening, Church, Mass, sacrament, community, worship, generous, The Common</p>



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	Good, The Human Person, Social Relationships, Stewardship, Everyone is included, no-one left behind, noticed, respected, included, recognised, appreciated, secure, not alone, charity, caritas, generous love, Emmaus, homeless, companions, injustice, prayer.
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Knowledge in red aimed at Y5, Knowledge in green aimed at Y6, Knowledge in black aimed at both Y5 and Y6.

Y5/6 Cycle A Topic	<u>10:10 Module 3</u> Created to Live in a Community
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National Curriculum	<p align="center"><u>Unit 1: Religious Understanding</u></p> <p>1. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>2. R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online. 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. R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L2. to recognise there are human rights, that are there to protect everyone. L3. about the relationship between rights and responsibilities. L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). L6. about the different groups that make up their community; what living in a community means.</p> <p align="center"><u>Unit 2: Living in the Wider World</u></p> <p>3. 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>
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	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</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>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>L6. about the different groups that make up their community; what living in a community means.</p> <p>L7. to value the different contributions that people and groups make to the community.</p>
Core Knowledge	<p>1. Know that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. Know that the Holy Spirit works through us to share God's love and goodness with others.</p> <p>2. Know the seven principles of Catholic Social Teaching. Know how to give examples of how Catholic Social Teaching can be practised.</p> <p>3. Know how to apply the principles of Catholic Social Teaching to current issues. Know how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong.</p>
Wider Knowledge	<p>1. God the Father sent His Son, Jesus, to live on earth with us. Jesus died, rose again and went back to the Father. At that time, He sent the Holy Spirit to be with us forever, to help us share His love with others and spread His Good News to all. The Creed – a statement of what Christians believe.</p> <p>2. dignity, solidarity, The Common Good, the option for the poor, peace, creation and environment, the dignity of work and participation.</p> <p>3. Understanding of current events in the wider world.</p>
Skills	<p>1. Create artwork, including a triangle, to represent The Holy Trinity. Annotate artwork to explain what it represents.</p> <p>2. Create a superhero/champion of a principle - What injustices in the world would they fight against? - What good things in the world would they stand up for? - Who, particularly, would they protect? (Link to Protected Characteristics) Present their champion to the rest of the class – ORACY. Make links to scripture.</p> <p>3. Analyse current issues and highlight Catholic Social Teaching. Discuss what can be done to resolve it or to protect those involved.</p>



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	<p>Create a mind map to represent what can be done and how they can play a part, link to Catholic Social Teaching.</p>
Diversity Links	<p>Virtues to be developed (linked to Bishop Patrick's mission): faith, love, kindness, justice, compassion, motivation, sincerity, perseverance.</p> <p>Relate back to the school's 'Learning to Serve Promises' as well as classroom expectations and Gospel Values which underpin everything we do. Our mission statement states, 'we do this in partnership with family and parish', reminding us that our behaviour in our community should reflect our behaviour at school.</p> <p>Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none">• Rights, choice, consent and individuality.• Respect and dignity. <p>Our bodies belong to us, they are our God-given gifts, we respect our bodies. We show respect to our bodies through what we put in them. By caring for our bodies, we are caring for God.</p> <p>Mutual respect – we treat each other as we would like to be treated. We do this in person and online. We show empathy and understanding to others, linking to the Gospel Value of compassion.</p>
Vocabulary	<p>Holy Trinity, God the Father, God the Son (Jesus), God the Holy Spirit, love, mystery of faith, helper, Good News, The Creed, The Church, God's family, home, school, parish, diocese.</p>

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