



St Augustine's Long Term Plan - PSHE Intent

PSHE

EYFS Prerequisite Skills for PSHE from Development Matters and Early Learning Goals

| EYFS | | | | | | |
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| | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| F1 | Me and My Family | Light and Dark (colours) | People Who Help Us | Growing | Creepy Crawlies and Minibeasts | At the Farm |
| F2 | Myself and My Super Power | Castles and Knights (fairy tales) | Space | Dinosaurs | Transport | Animals |
| EYFS | C&L | | PSED | PD | UW | |
| DM F1 | <ul style="list-style-type: none"> Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. | | <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. | <ul style="list-style-type: none"> Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | |



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| | | <ul style="list-style-type: none"> • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. | | |
| DM F2 | <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings & consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. E.g. personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian | <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: e.g. lining up and queuing mealtimes | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise that people have different beliefs and celebrate special times in different ways. |
| ELG | <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. <p>Speaking</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. | <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. |



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| | <ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | <p>want and control their immediate impulses when appropriate.</p> <ul style="list-style-type: none">Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none">Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and others' needs. | | |
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| Knowledge in red is aimed at year 1, Knowledge in green is aimed at year 2, Knowledge in black is aimed at both year 1 & 2 | | | |
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| Year 1/2 CYCLE A | Advent 1 | Advent 2 | Lent 1 |
| Topic | Module 1: Created and loved by God Unit 1: Religious understanding | | 10:10 Module 2 Created and Loved by Others Unit 2: Personal Relationships |
| National Curriculum | <p>H22. To recognise the ways in which we are all unique.</p> <p>H21. To recognise what makes them special.</p> | | <p>(3 x 1 hr sessions or 6 x 30 minutes sessions)</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).</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives.</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for.</p> <p>R3. about different types of families including those that may be different to their own.</p> <p>R4. to identify common features of family life.</p> <p>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.</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do.</p> <p>R10. that bodies and feelings can be hurt by words and actions;</p> |

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| | | <p>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.</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others.</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L5. about the different roles and responsibilities people have in their community.</p> <p><u>3. And say sorry</u></p> <p>H14. how to recognise what others might be feeling.</p> <p>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.</p> <p>H24. how to manage when finding things difficult.</p> <p>R8. simple strategies to resolve arguments between friends positively.</p> <p>R9. how to ask for help if a friendship is making them feel unhappy.</p> <p>R10. that bodies and feelings can be hurt by words and actions;</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others.</p> |
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| | | | <p>R22. about how to treat themselves and others with respect; how to be polite and courteous.</p> <p>R24. how to listen to other people and play and work cooperatively.</p> <p>R25. how to talk about and share their opinions on things that matter to them.</p> |
| Core Knowledge | <p>(Story Sessions – Let the Children Come).</p> <ol style="list-style-type: none"> 1. Know what it means to be left out and how it feels. Know that Jesus never leaves us out. 2. Know that God welcomes each of us individually. Know how God welcomes us and we can welcome others. 3. Know that Jesus knows us, cares for us and always has time for us. 4. Know there is a Kingdom of Heaven. Know how to describe how to live in order to enter The Kingdom of Heaven. 5. Know how to thank God for our body, mind and spirit. | | <ol style="list-style-type: none"> 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. 2. Know the difference between appropriate and inappropriate behaviour. Know how to describe and practise the qualities of being a good friend. 3. Know when and how to say sorry and seek forgiveness. Know that being unkind hurts God and the importance of saying sorry. |
| Wider Knowledge | <ul style="list-style-type: none"> • Know that we are created individually by God. • Know that God wants us to talk to Him throughout the day and treat Him as our best friend. • Know that we can give thanks to God in different ways. • Know that we are created as a unity of body, mind and spirit: who we are matters and what we do matters. <p>Enrichment - Harvest Festival</p> | | <p>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.</p> |



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| <p>Skills</p> | <p>1. Explore the words and phrases about feeling left out. Discuss the story from different perspectives (the people who brought the children to Jesus, the disciples, Jesus and the little children). Discuss the feeling of feeling left out.</p> <p>2. Appendix 1 Discuss situations where children might feel welcomed by God and others. Drama – Re-enact the story. Discuss with the children who were stopped how it made them feel to be left out.</p> <p>3. Appendix 2 Use Appendix 1 sentence starters to record ways of welcoming others. Reflect on questions in A and share responses.</p> <p>4. Draw pictures of what they think the Kingdom of Heaven will be like, discuss and compare. Discuss ideas of what the Kingdom of Heaven will be like, recording thoughts and feelings.</p> <p>5. Appendix 3 – Know when God created us, He made our bodies, our minds and our spirits. Body - Sing God Made Me, God Made You, Mind – Share what they are thankful for, Spirit – Learn the verse which has been revisited throughout the sessions. Body – Spell out ‘Thank You’ with their bodies, Discuss what they are thankful for, Mind – Write ‘thank you’ statements, Spirit</p> | | <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 |
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| | - Learn the verse which has been revisited throughout the sessions. | | |
| Diversity Links | Gospel Values – Love, Compassion, Hope, Service Virtue to be Developed – Faith, Gratitude, Prayerfulness | | 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 | special, worthy, important, valuable, unique, individual, Kingdom of Heaven, welcome, faith, purpose, happy, body, mind, spirit | | appropriate, behaviour, compassion, consequences, family, forgiveness, friendship, different, acceptance, celebrated, reconciliation, respect, special. |

| Year 1/2 CYCLE A | Lent 2 | Pentecost 1 | Pentecost 2 |
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| Topic | 10:10 Module 2 Created to Love Others Unit 3: Keeping Safe | 10:10 Module 3 Created to Live in Community Unit 1: Religious Understanding | Living in the Wider World Statutory Objectives not covered by TenTen Life to the Full |
| Core Knowledge (National Curriculum) | 1. Being Safe H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, | 1. R21. about what is kind and unkind behaviour, and how this can affect others. L4. about the different groups they belong to. 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. | 1. 2. 3. L10. What money is; forms that money comes in; that money comes from different sources L11. That people make difference choices about how to save and spend money L13. That money needs to be looked after, different ways of doing this L15. That jobs help people to earn money to pay for things |

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| | <p>shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p> <p><u>2. Good and Bad Secrets</u></p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> | <p>L2. how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>L4. about the different groups they belong to.</p> <p>L5. about the different roles and responsibilities people have in their community.</p> <p>L6. to recognise the ways they are the same as, and different to, other people.</p> <p><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.</p> <p>L3. about things they can do to help look after their environment.</p> | <p>L5. About the different roles and responsibilities people have in their community</p> <p>L16. Different jobs that people they know or people who work in the community do.</p> <p>L17. About some of the strengths and interests someone might need to do different jobs.</p> |
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| | <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><u>3. Physical Contact</u></p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p><u>4. Harmful Substances</u></p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> | | |
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| | <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>5. Can you help me? (Part 1)</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>6. Can you help me? (Part 2)</p> <p>H35. about what to do if there is an accident and someone is hurt.</p> | | |
| Core knowledge | <p>1. Know the difference between safe and unsafe situations, including online. Know what makes a situation safe or unsafe, including online, and who to go to.</p> <p>2. Know the difference between good and bad secrets and that they should speak to a trusted adult.</p> | <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.</p> | <p>1. Know how to recognise different notes and coins. Know the value of different notes and coins.</p> <p>2. Know different places to keep money safe Know how to explain different choices to keep money safe</p> |

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| | <p>Know the difference between good and bad secrets and that they should speak to a trusted adult. Know how to resist pressure when feeling unsafe.</p> <p>3. Know the PANTS rules. Know how to explain why the PANTS rules are so important.</p> <p>4. Know that medicines are drugs and some can be harmful. Know that medicines are drugs, some can be harmful Know that we need to look after our God-given bodies.</p> <p>5. Know how to ask for help in an unsafe situation. Know what is and isn't an emergency. Know what is and isn't an emergency and what to do.</p> <p>6. Know the difference between an emergency and non-emergency. Know how to identify which emergency service needs to be contacted within an emergency situation.</p> | <p>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> | <p>3. Know the importance of keeping money safe. Know why saving money can be important.</p> <p>4. Know skills and abilities required for different jobs. Know skills and abilities for different jobs and know about equal opportunities.</p> |
| Wider Knowledge | <p>1. Know how to keep ourselves safe (wear a helmet when cycling, wear oven gloves when taking something out of the oven, wear a seatbelt in the car, Stop, Look and Listen when crossing a road). Know what a safe situation is (street in the daytime, walking along the road holding hands with an adult). Know what an unsafe situation is (dark, unlit street with nobody there, children walking</p> | <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).</p> | <p>1. Value of coins and notes Process of calculating change</p> <p>2. Different places that people might keep money (at home, in a purse/wallet, in a bank, with your parents)</p> <p>3. Know that they can save money to use later instead of spending it now. Know how to describe why they might</p> |



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| | <p>alone across a road).</p> <p>2. Know that there are good and bad secrets and the difference between these. Know that a good secret is a secret is a specific point in time and they are ALWAYS temporary.</p> <p>Know that a bad secret is a secret that you are expected to keep for a long time or forever. Nearly all bad secrets keep something hidden is bad.</p> <p>Know who our trusted adults are in school and at home.</p> <p>Know how to resist pressure by talking to your trusted adults.</p> <p>3. Know that they are entitled to bodily privacy.</p> <p>Know that we have trusted adults</p> <p>Know who our trusted adults are (parents, carers, teachers, parish priest)</p> <p>4. Know that medicines are drugs, but not all drugs are good for us.</p> <p>Know when we should access medicine and who should give it to us.</p> <p>Know that alcohol and tobacco are harmful substances.</p> <p>Know that harmful substances are illegal for children to access.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> | <p>We have a duty of care for others and the world that we live in.</p> <p>Know what harms and improves the world in which we live.</p> | <p>want to save their money and how that can be important.</p> |
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| | <p>5. Know what an emergency is. Know that in an emergency, they or an adult should call 999 and ask for an ambulance, the police and/or fire brigade. Know how to demonstrate confidence, emotional maturity and strong communication skills when role playing 999 phone calls.</p> <p>6. Know how to keep safe – washing hands / calling emergency services Know that we give First Aid when a person is sick or injured, but does not need an ambulance. Know that we must remain calm Know the different types of First Aid</p> <ul style="list-style-type: none"> • twist/sprain – RICE (Rest, Ice, Compression, Elevation) • minor cuts – clean and dress • burns – run under cold water for 10 minutes <p>bigger cuts – clean, apply pressure, bandage and elevate</p> | | |
| Skills | <p>1. Use the words safe and unsafe to describe each of the scenarios (using emoji faces). Discuss what makes a situation safe or unsafe and give examples.</p> <p>2. Discuss the good and bad secrets with a partner and then stick the good secret inside Suzie and the bad secret outside of Suzie. Write a list of good and bad secrets, and discuss how to resist pressure.</p> | <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> <p>2. Describe how we can show love to one another.</p> | <p>1. Identify value of coins and notes and discuss differences. Calculate cost of multiple items and change given.</p> <p>2. Discuss advice for keeping money safe in different scenarios. Write advice cards for keeping money safe. Discuss feelings associated.</p> <p>3. Discuss scenarios and decide whether the children should save or spend. Write why people might want to save/spend money.</p> |

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| | <p>3. Using the pants outline, create a pants picture and explain to their partner what each part stands for. Create a poster to display around school to make others aware of the PANTS rule.</p> <p>4. Stick the pictures or write the words in the harmful/unharmful category. Create a fact file about smoking and alcohol. What are drugs? What makes them harmful? Are they always harmful?</p> <p>5. Read the scenarios and decide if it requires a 999 call or not. In pairs, using the role play cards, one child reads and other child decides which emergency service is needed.</p> <p>6. Share bag of medical equipment, through class discussion, decide appropriate treatment for twist/sprain, burn, cut, bigger cut.</p> | <p>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> | <p>4. Discuss jobs and skills associated. Create fact files about jobs and skills associated.</p> |
| Diversity Links | <p>British Values: 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> <ul style="list-style-type: none"> • PANTosaurus and the power of pants book – produced by the NSPCC <p>Protected Characteristics</p> | <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> | <p>British Values: Individual Liberty – is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Rights, choice, consent and individuality <p>Respect and dignity</p> |



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| | Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy and we have the right to protect our God-given bodies. | | |
| Vocabulary | emergency, being online, PANTS | 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. | money, coins, notes, change, safe, unsafe, save, spend, jobs |

| Year 3/4 CYCLE A | Advent 1 | Advent 2 | Lent 1 |
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| Topic | <u>Module 1</u> : Created and loved by God Unit 1 : Religious understanding | | 10:10 Module 2 Created and loved by others Unit 2: Personal Relationships |
| Core Knowledge (National Curriculum) | H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. | | 1. Friends, Family and Others... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). 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. R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another. 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); |



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| | | <p>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> <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> |
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| | | <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> |
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| | | | <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> <ul style="list-style-type: none"> R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. |
| Core knowledge | <p>(Story Sessions – Get Up!)</p> <p>1. Know that we are created and loved by God. Know that we are created and loved by God and make links to the Gospel story.</p> <p>2. Know that we are designed for a purpose: to be loved, to love and to make a difference. Know that we are designed for a purpose: to be loved, to love and to make a difference and give examples of how we can live this out.</p> <p>3. Know that Jesus is always there for us. Know that Jesus is always there for us even when we have done wrong.</p> <p>4. Know that every human life is precious to God. Know that every human life is precious to God, linking to the Gospel Story.</p> <p>5. Know that Jesus offers us new life. Know how we can receive the new life that Jesus offers us.</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> |

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| Wider Knowledge | <p>Know that we are created individually by God who is Love, designed in His own image and likeness.</p> <p>Know that God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</p> <p>Know that every human life is precious from the beginning of life (conception) to natural death.</p> <p>Know that personal and communal prayer and worship are necessary ways of growing in our relationship with God.</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> |
| Skills | <p>1. Write a thank you prayer to God for making us and giving us life. Write a thank you prayer to God, asking him to care for us in a specific way, linking to Jairus.</p> <p>2. Discuss the difference between loving and being loved. Share a time when they have felt happy because they were showing love to others.</p> <p>3. Highlight parts of the text where people communicate with Jesus, Highlight parts of the text where people communicate with Jesus, write down what we can learn about prayer from these examples.</p> <p>4. Discuss new words and phrases (renewed, alive, designed for a purpose). Discuss feelings explored in the Gospel story. Drama – re-enact the Gospel story from Jairus's daughter's perspective (using imagination), giving thought to feelings of worry, fear, sadness and joy.</p> | | <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. 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. 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.</p> |



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| | <p>5. Reflect on how every human life is precious, responding through writing or drawing.</p> <p>Reflect on how we receive the new life Jesus offers us from the video, responding through writing or drawing.</p> | | <p>Record the meaning of pressure and resilience, explain a time when they have felt this.</p> <p>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 <p>Negotiation</p> |
| Diversity Links | <p>Gospel Values – Love</p> <p>Virtues to be Developed – Faith, Gratitude, Prayerfulness</p> <p>British Values – Mutual Respect</p> | | <p>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.</p> |
| Vocabulary | <p>God, Jesus, faith, dead, alive, love, eternal, new life, heaven, sin, forgive, precious, conception, individual, renewed, make a difference, Jairus, synagogue</p> | | <p>appropriate behaviour, community, compassion, consequence, dignity, forgiveness, inappropriate behaviour, reconciliation, resilience, respect, responsibilities, unique</p> |

| Year 3/4 CYCLE A | Lent 2 | Pentecost 1 | Pentecost 2 |
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| Topic | <p>10:10 Module 2 Created to Love Others</p> <p>Unit 3: Keeping Safe</p> | <p>10:10 Module 3 Created to Live in a Community</p> <p>Unit 1: Religious Understanding</p> | <p>Living in the Wider World</p> <p>Statutory Objectives not covered by TenTen Life to the Full</p> |
| (National Curriculum) | <p>1. Friends, Family and Others...</p> <p>RI. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> | <p>I. R3I. 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</p> | <p>L17. About the different ways to pay for things and the choices people have about this.</p> <p>L19. That people's spending decisions can affect others and the environment (e.g.</p> |

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| <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> <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>others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</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>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.</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>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</p> | <p>Fairtrade, buying single-use plastics, or giving to charity)</p> <p>L21. Different ways to keep track of money.</p> <p>L24. To identify the ways that money can impact on people's feelings and emotions.</p> <p>L26. That there is a broad range of different jobs/careers that people have; that people often have more than one career/type of job during their life.</p> <p>L31. To identify the kind of job that they might like to do when they are older.</p> |
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| <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><u>2. When Things Feel Bad</u></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>(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> <p><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.</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>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour 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>R33. to listen and respond respectfully to a wide range of people, including those whose</p> | |
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| | <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>•</p> | <p>traditions, beliefs and lifestyle are different to their own.</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 what information is safe to share online. Know that we have a responsibility to keep safe online.</p> <p>2. Know the appropriate way to communicate online. Know the difference between appropriate and inappropriate communication.</p> <p>3. Know organisations and trusted adults that they can talk to about unacceptable behaviour. Know the difference between acceptable and unacceptable behaviour and how to respond.</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.</p> | <p>1. Know there are different payment methods. Know the most appropriate way of paying in different situations.</p> <p>2. Know that the choices we make about spending and saving money can be influenced by, and have an impact on, other people. Know that manufacturers and shops advertise to persuade us to spend money and the affect this can have.</p> <p>3. Know a range of jobs and discuss the skills and interests needed.</p> |



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| | <p>Know the three types of abuse and how to respond.</p> <p>4. Know the effects that a range of substances have on the body.</p> <p>Know that substances can have positive or negative effect on the body.</p> <p>5. Know the correct action to take in an emergency situation.</p> <p>Know which emergency service is needed for different emergencies, and how to contact them.</p> <p>Know how to recognise the right choices made in an emergency situation.</p> | <p>Know how the way we feel loved and cared for can help us know how to love and care for others.</p> | <p>Know skills and attributes that are useful in many roles.</p> <p>4. Know how to discuss their future aspirations.</p> <p>Know the skills required to achieve this.</p> |
| Wider Knowledge | <p>1. Know that like the real world, we have a responsibility to keep ourselves safe in the digital world.</p> <p>Know that our feelings can influence what we do and say online and can cause us to forget the consequences of our actions.</p> <p>Know that we have to be responsible and think about we are doing and what the impact of our actions could be on ourselves, and on other people.</p> <p>Know that we do not share passwords, address, phone number, photos in school uniform, school name, personal information.</p> <p>Know how to report and get help if they encounter inappropriate materials or messages. "Take care when you share. If in doubt, speak out."</p> <p>2. Know that bad language and bad behaviour are inappropriate in person and online.</p> <p>Know the definition of cyberbullying.</p> | <p>1. God wants His Church to love and care for others.</p> <p>How we can put love into action in the communities that we live in.</p> <p>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.</p> <p>The Church family comprises of home, school and parish (diocese).</p> <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.</p> <p>The Church has grown out of God's love for us.</p> <p>The Church can be an example and a means of loving and caring for others.</p> | <p>1. How people pay (cash, debit card, credit card)</p> <p>Difference between debit and credit cards</p> <p>2. Adverts can influence our choices.</p> |



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| | <p>Know how to give advice to someone experiencing inappropriate messages. Know that if you receive an inappropriate message, you should report to your trusted adult Know that people may not always be truthful online.</p> <p>3. Know the definition of physical abuse – deliberate harm, causing injuries such as bruises, broken bones, burns or cuts. Know the definition of emotional abuse – deliberately treating someone in a way that affects their emotional well-being. Know what kind of physical contact is acceptable or unacceptable and how to respond. Know that the 'abuse of private parts' is unacceptable Know who our trusted adults are, especially those who care for us, and that we can go to them for help.</p> <p>4. Know that there are legal drugs and illegal 'recreational' drugs Know the effects that a range of substances including drugs, alcohol and tobacco can have on the body. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>5. Know the definition of First Aid – the first and immediate assistance given to any person with either a minor or serious illness/injury.</p> | |
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| | <p>Know that we need to remain calm in an emergency</p> <p>Know that quick reactions can save lives</p> | | |
| Skills | <p>1. Using the tagline 'Take care when you share. If in doubt, speak out.' In groups, create a short presentation to explain the tagline.</p> <ul style="list-style-type: none"> - If you see something that upsets you - If you see something that makes you feel uncomfortable - If somebody says something that makes you feel sad or uncomfortable. <p>2. Write a reminder to Lucy of what she should do if she gets a message from a stranger using the sentence starters.</p> <p>Write a reminder to Lucy of what she should do if she gets a message from a stranger.</p> <p>3. Know the difference between acceptable and unacceptable behaviour and how to respond.</p> <p>Know the three types of abuse and how to respond.</p> <p>Know organisations and trusted adults that they can talk to about unacceptable behaviour.</p> <p>3. Categorise scenarios into appropriate and inappropriate behaviour.</p> <p>Categorise scenarios into abuse of private parts, emotional and physical abuse.</p> <p>Record trusted adult in books.</p> <p>4. Sort and record true and false facts about drugs, alcohol and tobacco.</p> <p>Write four facts about drugs, alcohol and tobacco.</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.</p> <p>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.</p> <p>Compare the activities of the Early Church to the current Church.</p> <p>Discuss the principles of the Church family (The Common Good, The Human Person, Social Relationships, Stewardship, Everyone is included, no one is left behind).</p> <p>Create a mind map of the Church, giving practical examples of the principles.</p> <p>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.</p> <p>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.</p> | <p>1. Discuss difference between debit and credit cards</p> <p>Record features of each type of card</p> <p>2. Describe some people, situations, and other factors that influence our money choices.</p> <p>Explain how our money choices can affect others.</p> <p>3. Identify different jobs that they know and discuss skills that would be important for each job.</p> <p>Discuss skills and attributes associated with jobs and discuss what might influence people's career choices.</p> <p>4. Record their future job aspiration and why</p> <p>Record the skills required to achieve their future job aspiration.</p> |

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| | <p>5. Complete quiz. Role play child of courage scenarios. Record pictures of the child of courage role play scenarios and write the feelings that the child would have felt. Record pictures of the child of courage role play scenarios and explain what happened.</p> | <p>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> | |
| Diversity Links | <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 each other as we would like to be treated We show empathy and understanding to others, linking to the Gospel Value of compassion</p> <p>Protected Characteristics Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy</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,</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 each other as we would like to be treated We show empathy and understanding to others, linking to the Gospel Value of compassion</p> |



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| | and we have the right to protect our God-given bodies in person and online. | Compassion, Determination, Service, Volunteering. Catholic Social Teaching – Teaching for the Common Good. | |
| Vocabulary | appropriate behaviour, community, compassion, consequence, dignity, forgiveness, inappropriate behaviour, reconciliation, resilience, respect, responsibilities, unique | 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 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. | money, debit card, credit card, transfer, spend, influence, choices, skills, attributes, careers, aspirations, achieve |

| Year 5/6 CYCLE A | Advent 1 | Advent 2 | Lent 1 |
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| Topic | Module 1: Created and loved by God Unit 1: Religious understanding | | 10:10 Module 2 Created and loved by others Unit 2: Personal Relationships |
| (National Curriculum) | H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. H31. About the physical and emotional changes that happen when approaching and during puberty. H35. About the new opportunities and responsibilities that increasing independence may bring. | | 1. Under Pressure H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth |



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| | <p>H36. Strategies to manage transitions between classes and key stages.</p> | <p>H38. how to predict, assess and manage risk in different situations R13. the importance of seeking support if feeling lonely or excluded 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 R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 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 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> |
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| | | <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> |
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| | | | <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 that God loves and cares for us. Know that God loves and cares for us, making links to the Gospel story.</p> <p>2. Know that we can bring our troubles to Jesus. Know that we can bring our troubles to Jesus and reflect on how the disciples felt during the Gospel story.</p> <p>3. Know that we can have faith in God.</p> | | <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>Know that we can have faith in God and describe feelings associated with this.</p> <p>4. Know that we know Jesus and trust Him. Know that we know and trust Jesus, describing how we can grow in our faith.</p> <p>5. Know that Jesus is with us through the 'storms' of life.</p> <p>Know that Jesus is with us through the 'storms' of life and discuss upcoming challenges.</p> | | <p>3. Know how positive self-talk can impact our feelings, actions and relationships for the better.</p> <p>Know how positive and negative self-talk can have an impact on our expectations.</p> |
| Wider Knowledge | <p>We were created individually by God who cares for us and wants us to put our faith in Him.</p> <p>Physically becoming an adult is a natural phase of life.</p> <p>Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan.</p> | | <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. Discuss the feelings associated with the Gospel story.</p> <p>Write prayers to God for their immediate needs/fears/thanks.</p> <p>Create a story board of the Gospel story.</p> <p>2. Creatively record responses to Gospel stories. Record a time when they have felt afraid. Who did they go to for help? Did they pray? If so, how did it help?</p> <p>Discuss how the disciples might have changed or grown in their understanding of Jesus after this event.</p> <p>3. Follow faith activities described in Session Overview</p> <p>Annotate 'faith' and 'trust', describing the meaning, how it is shown in the Gospel story.</p> | | <p>1. Group scenarios into unspoken and spoken pressure.</p> <p>Record strategies to manage good pressure and resist bad pressure.</p> <p>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.</p> <p>Identify the definition of 'bodily autonomy' and consent.</p> <p>Consider different scenarios, decide how each character's bodily autonomy and</p> |



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| | <p>Describe how it felt to be the guide/blindfolded child in the scenario.</p> <p>4. Discuss our trusted adults and why we have chosen them.</p> <p>Share ways that we can get to know Jesus more, with a view to nurturing our faith so that it will grow.</p> <p>5. Summarise learning over the last few weeks.</p> <p>List changes so far in life and the changes to come.</p> | | <p>consent would be affect and discuss how this can affect feelings.</p> <p>3. Give examples of positive self-talk in the situation table.</p> <p>Give examples of negative and positive self-talk in the situation table.</p> <p>Record pressures in class worry monster.</p> <p>Essential Skills</p> <ul style="list-style-type: none"> Active Listening Empathy Communication Team Work <p>Negotiation</p> |
| Diversity Links | <p>Gospel Values – Love, Hope, Compassion, Courage</p> <p>Virtues to be Developed – Faith, Gratitude, Reflection</p> | | <p>British Values:</p> <p>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>care, love, faith, trust, confidence, power, calm, individual, doubts, troubles, fear, listen, possible, change, puberty, adult</p> | | <p>inappropriate behaviour, banter, compassion, consent, consequences, dignity, forgiveness, pressure, reconciliation, resilience, respect, special people,</p> |

| Year 5/6 CYCLE A | Lent 2 | Pentecost 1 | Pentecost 2 |
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| Topic | <u>10:10 Module 2</u> | <u>10:10 Module 3</u> | <u>10:10 Module 3</u> |

| | Unit 3: Keeping Safe Created to love others | Created to Live in a Community Unit 1: Religious Understanding | Created to Live in a Community Unit 2: Living in the Wider World |
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| Core Knowledge (National Curriculum) | <p>Unit 3: Keeping Safe</p> <p>Sharing isn't always caring</p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</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>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</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.</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>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.</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>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>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> <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> |

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| <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</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>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p><u>Cyber-bullying</u></p> <p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference</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>L2. to recognise there are human rights, that are there to protect everyone.</p> <p>L3. about the relationship between rights and responsibilities.</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><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</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> |
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| | <p>to social media, television programmes, films, games and online gaming</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</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>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</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>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R23. about why someone may behave differently online, including pretending to be</p> | <p>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>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> | |
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| | <p>someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</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>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Types of Abuse</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</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>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</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>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable;</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> | |
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| | <p>strategies to respond to unwanted physical contact</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>Making good choices</p> <p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco</p> | |
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| | <p>and nicotine or other drug use; people they can talk to if they have concerns</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>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>Giving Assistance</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries.</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <ul style="list-style-type: none">• 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. | | |
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| Core knowledge | <p>1. Know that you are responsible for what you share online. Know what is appropriate to share online. Know the actions that you can take in order to stay safe online.</p> <p>2. Know examples of cyber-bullying and how to respond. Know examples of cyber-bullying, how to respond and how it would make the victim feel.</p> <p>3. Know examples of appropriate and inappropriate abuse. Know examples of appropriate and inappropriate abuse and that we should respect bodily privacy and autonomy.</p> <p>4. Know the effect that substances, including drugs, tobacco and alcohol can have on the body. Know how to make good choices about substances that would have an impact on health.</p> <p>5. Know that they may experience pressure as they grow older Know that there can be positive and negative pressure and how to make good choices.</p> <p>6. Know the role of a first aider. Know what DR ABC (Danger, Response, Airway, Breathing, Circulation) stands for. Know how to help a casualty.</p> | <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> | <p>1. Know ways of spreading God's love in their communities through Catholic Social Teaching. Know and make links to Catholic Social Teaching and how this can help us reach out to others.</p> <p>2. Know the benefits of work and describe their own job aspirations. Know how personal values, attitudes and life skills contribute to our future and make us who we are.</p> <p>3. Know and describe the parable of talents. Know the parable of the talents and how we can use our ambition and gifts to make a positive contribution.</p> |
| Wider Knowledge | <p>1. Know that their increasing independence brings increased responsibility to keep themselves and others safe Know to use technology safely Know how to report and get help if they</p> | <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</p> | <p>1. dignity, solidarity, The Common Good, the option for the poor, peace, creation and environment, the dignity of work and participation</p> |



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| | <p>encounter inappropriate materials or messages</p> <p>2. Know the definition of cyber-bullying - bullying through technology. This can include online sites and services, games and phones. Cyberbullying can feel more hurtful than other forms of bullying as it can happen 24/7 and may seem impossible to get away from. Cyberbullies will often say worse things online than a bully would dare to say face to face, and their actions can actually carry more consequences when said online, because there is evidence. As with other forms of bullying, it is not a one-off or isolated event, but repeated attempts to upset or harass someone. Know how cyber-bullying would make the victim feel. Know how to get help if they experience cyber-bullying – trusted adults Know that when things are shared online, they can be taken out of context and distorted. Know the definition of banter – a playful and friendly exchange of teasing remarks. Know that cyberbullying on its own is not illegal but there are some actions which are. Know that a death threat online is illegal, as are comments about someone's sexuality, race, sex and disability, as these are classed as hate crimes.</p> <p>3. Know that physical touch can be appropriate or inappropriate Know who we can go to for help, especially those who care for us.</p> | <p>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> | <p>2. Understanding of current events in the wider world</p> |
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| | <p>Know the definitions of the 4 types of abuse</p> <p>4. Know what is meant by the term 'illegal'</p> <p>Know the effects of smoking/alcohol on organs such as the lungs and liver.</p> <p>Know the effects of smoking tobacco, drinking alcohol and taking drugs.</p> <p>Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>5. Know the meaning of pressure and that pressure can be good and bad (RECAP from Lent 1)</p> <p>Know the feelings associated with pressure (uncomfortable, worried, anxious, upset, distressed).</p> <p>Know how to respond to pressure (take time out, do something else for a while, talk to someone and ask for help, practise thankfulness)</p> <p>6. Know that the recovery position can be used when a person is unconscious but breathing.</p> <p>Know how helping others through First Aid links to the parable of the Good Samaritan.</p> <p>Know how to link these actions to the words of Pope Francis, "Like the Good Samaritan, may we not be ashamed of touching the wounds of those who suffer, but try to heal them with concrete acts of love."</p> | | |
| Skills | <p>1. Order Frankie's story.</p> <p>Record a rule to help children stay safe online.</p> | <p>1. Create artwork, including a triangle, to represent The Holy Trinity.</p> <p>Annotate artwork to explain what it represents.</p> | <p>1. Children will have a basic understanding of how to apply the principles of Catholic Social Teaching to current issues.</p> |

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| | <p>Explain why it is important to follow their rule to help children stay safe online.</p> <p>2. Bullying and banter sorting activity. Bullying and banter sorting activity and how to responds in the situations.</p> <p>3. Use the 'Four voices' and identify the type of abuse. (differentiated situations Y5 Y6).</p> <p>4. Explain the impact that alcohol, tobacco and drugs have. Explain the impact that alcohol, tobacco and drugs have and explain how to make sensible choices.</p> <p>5. Explain the pressures children may feel when it comes to drugs, alcohol and tobacco. Explain how it might make you feel. Explain 'for' and 'against' arguments for giving into pressure and making good choices.</p> <p>6. Explain what Dr ABC stands for. Create a 'help guide' to explain how to help a casualty.</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. Create a mind map to represent what can be done and how they can play a part, link to Catholic Social Teaching.</p> | <p>Children will understand how Catholic Social Teaching principles can help them to judge not only whether something is wrong, but why it is wrong. Children will show great aptitude when categorising articles, and demonstrate compassion and motivation to challenge issues of injustice.</p> <p>2. Children will be able to identify different types of work, understand some of the factors that influence job choices and recognise the harmful effects of stereotyping. Children will understand some of the benefits of working, understand the process of getting a job, consider some positive and negative influences on job choices and aspirations and will be able to reflect on types of work that fit with their own interests, skills and values. Children will demonstrate a deeper understanding of how their values, gifts and strengths, and understand that God calls us to our vocation.</p> |
| Diversity Links | <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>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</p> | <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</p> |

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| | <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, and 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> <p>Protected Characteristics Age, Disability, Race, Religion, Sex – Making threats to Protected Characteristics is illegal. Age, Disability, Race, Religion, Sex – Everyone, regardless of their age, disability, race, religion and sex have bodily autonomy and we have the right to protect our God-given bodies</p> | <p>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> | <p>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>inappropriate behaviour, banter, compassion, consent, consequences, dignity, forgiveness, pressure, reconciliation, resilience, respect, special people.</p> | <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> | <p>Courage, Motivation, Faith, Justice, Sincerity, Perseverance.</p> |