



*Relationship, Sex & Health  
Education (RSHE)  
& Personal, Social, Health and  
Education  
We are One Family  
Handbook*



*I can do all things through Christ who strengthens me*



# Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

*Compassion, Respect and Resilience.*

## Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

At the heart of St Mary's is the belief that every child is created in the image and likeness of God, with inherent dignity, purpose, and worth. Our RSHE and PSHE curriculum supports pupils in understanding themselves as children of God, created with dignity and called to live in loving relationship with others. Rooted in the teachings of the Catholic Church, our programme nurtures pupils' spiritual, moral, emotional, social, and physical development.

Through RSHE and PSHE, pupils learn to build healthy, respectful relationships; to value family life; and to understand the gift of human sexuality within God's plan. Teaching is age-appropriate, sensitive, and fully aligned with statutory requirements. Pupils also develop essential life skills, including emotional wellbeing, resilience, personal safety, and responsible decision-making.

Our curriculum is delivered in partnership with parents—the primary educators of their children—and is supported by our wider Catholic ethos, Religious Education, and pastoral care. Together, RSHE and PSHE help every child grow in confidence, virtue, and understanding so they can flourish and contribute to the common good.

From this, we teach to the Arches Principles –

**Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success**

## **Ambitious**

We encourage every pupil to be **ambitious**, to recognise their God-given potential, and to strive for excellence in all they do. We nurture a culture where pupils are inspired to dream boldly, act purposefully, and use their talents to make a positive difference in the world.

## **Resilience**

We encourage every pupil to develop **resilience** by facing challenges with courage, perseverance, and a positive mindset. When difficulties arise, we support pupils in learning from setbacks, growing in confidence, and discovering their inner strength.

## **Christ at the Heart**

In RSHE and PSHE, we place **Christ at the Heart** of all we teach, helping pupils understand their dignity, purpose, and value as children of God. Our curriculum encourages pupils to grow in wisdom, compassion, and responsibility, guiding them to make positive choices and contribute to the common good.

## **Health and Wellbeing**

We teach pupils how to care for their physical, emotional, and mental **health and wellbeing** so they can flourish and live life to the full. Our curriculum helps pupils develop healthy habits, make informed choices, and build resilience. We encourage them to understand their feelings, seek support when needed, and value the wellbeing of others.

## **Excellence**

Our curriculum helps pupils develop confidence, character, and a strong sense of responsibility, inspiring them to aim high in their learning and in the way they treat others. Through a culture of high expectations and positive choices, pupils learn that **excellence** is not about perfection, but about continual effort, resilience, and becoming the very best version of themselves.

## **Success**

In RSHE and PSHE, we help pupils understand that **success** comes from effort, resilience, and making positive choices. Our curriculum encourages them to set goals, believe in their abilities, and take responsibility for their learning and actions. By celebrating progress and personal growth, we support pupils in developing the confidence and character they need to succeed in school and in life.

# Our Arches Principles - Rationale for our RSHE Curriculum



Our high-quality RSHE lessons are ambitious and challenge our children to feel empowered to face any challenge within their lives, now and in the future.



Our RSHE curriculum allows children to understand emotions and strength of character to have the confidence to make decisions in life. We aim to prepare children for difficult times in their lives and empower them to make choices, to know how and when to ask for help, and to know where to access support in order to support their wellbeing.



Our RSHE curriculum supports the building character and help to embed Christian values to enable them to make informed, confident decisions. 'Life to the Full' is underpinned by our Christian faith and develops our understanding that our deepest identity is as a child of God – created, chosen and loved by God. Through the 'Journey in Love' programme, we encourage pupils' growth in self-respect, acknowledging that we are all created in the image and likeness of God.



Developing a healthy body and healthy mind is at the heart of our RSHE Curriculum. 'Journey in Love' helps pupils to develop a healthy, safe lifestyle. Through 'TenTen', children learn that God created us to love Him and to love others, so we should look out for and care for ourselves and one another.



To have a secure knowledge of their own character and values. So that these allow them to make confident life choices and enable them to know what it is to be a citizen of the United Kingdom.



Our RSHE curriculum enables our children to deepen their knowledge from other subjects such as science, maths, geography, and computing. Our children will be able to demonstrate a personal understanding of how our value and self-confidence can arise from knowing that we are loved by God and called His children.

# Being a St Mary's Citizen

Being a St Mary's citizen means that disciplinary and substantive knowledge complement each other harmoniously. Substantive knowledge in RSHE is threaded throughout each strand – the substantive knowledge for each strand is progressive. Disciplinary knowledge in RSHE are the social and emotional skills acquired, and the interpretation of themselves and how to support themselves and others through changes.

## Implementation

As a Catholic school, our RSHE/PSHE curriculum meets the ethos of our Catholic identity and mission. At St Mary's, we aim to deliver a high-quality RSHE/PSHE education that allows children to grow in virtue, wisdom and stature, understanding both the emotional, social and physical aspects of growing spiritually, as well as moral aspects of relationships within a context of a Christian vision for the purpose of life. Through quality first teaching, we will equip pupils to grow in their spiritual, moral, social, emotional and physical development, and prepare them for the opportunities, responsibilities and experiences of life growing up in today's world. Our ambition for our children is:

- To have a sense of purpose
- To value self and others
- To form relationships
- To make and act on informed decisions
- To communicate effectively
- To work with others
- To respond to challenge
- To be an active partner in their own learning
- To be active citizens within the local community
- To explore issues related to living in a democratic society
- To become healthy and fulfilled individuals

# RSHE/PSHE Long Term Plan

Our long-term plan is built on three programs (divided into different areas on our progression documents).

- **Journey in Love (Bishops' directive)**
  - Social
  - Emotional
  - Physical
  - Spiritual
- **No outsiders – the Equality Act**
  - Equality and inclusion
  - British Values
  - Preparing for Life in Modern Britain
  - Anti-bullying and Safeguarding
- **Twinkl Life**
  - Relationships
  - Health and Wellbeing
  - Living in the Wider World/

To ensure we have a broad and balanced curriculum, we will incorporate work on British Values, Social, Moral, Spiritual and Cultural (SMSC) development, as well as the 'We are One Family' initiative, fostering inclusivity and promoting a fundamental understanding of our diverse society among all learners.

# Nursery

## Autumn 1 – Super Me!

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Welcome to St Mary's	Welcome to St Mary's	<u>Things I am Good at</u> – recognise and celebrate abilities and achievements	<u>Dino Differences</u> – understand and celebrate that everyone is different	<u>What Can I See?</u> – Develop a positive sense of self	<u>My Wellbeing Box</u> – understand what things have a positive effect on our wellbeing

## Autumn 2 – Being Safe

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Everyone's Welcome</u> I Can Choose	<u>Stop, look and listen</u> – Understand aspects of road safety	<u>Help Goldilocks make safer choices</u> – understand ways to stay safe when out and about	<u>Spot What's Hot</u> – understanding how to keep safe around potential dangers	<u>Is it safe to Eat?</u> - understand when things are safe to eat.	<u>What do you do Online?</u> - Understand ways to stay safe online.

## Spring 1 – Me and My World

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>What is my job?</u> Identifying different occupations and beginning to talk about them.	<u>Who helps me?</u> Understanding who helps us in our lives.	<u>Up and off we Go!</u> Learning about people around the world.	<u>Protecting our oceans</u> Understanding the importance of looking after our world.	<u>Internet Safety Week</u>	<u>Journey in Love – Social and Emotional</u>

## Spring 2 – Look What I Can Do!

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Everyone's Welcome</u> – It's Okay to Like Different Things	<u>The Getting Dressed Game</u> Practice getting dressed and undressed	<u>The Girl Who Never Tidied Up</u> Understand the importance of tidying up	<u>Can You Find It?</u> Follow simple instruction	<u>Magic Manners</u> Understand the importance of manners	<u>Everyone's Welcome</u> – To say hello

## Summer 1 – Positive Relationships

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Everyone's Welcome</u> – To make a new friend	<u>My family Tree</u> Discuss families and people who are important to us	<u>Rafael Makes Friends</u> Gain confidence in making friends	<u>My Friends are Special</u> Understand what makes a good friend	<u>We Can Sort This Out</u> Understand how to resolve conflicts	<u>Everyone's Welcome</u> – To understand all families are different

Summer 2 – Reach for the Stars!					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>My Busy Bee Goal</u> Beginning to set simple goals	<u>Persevering Pedro</u> Understanding what perseverance is and why it is important	<u>That's What I Like</u> About You Building self-confidence	<u>Learning From Our Mistakes</u> Understanding it's okay to make mistakes and that we can learn from them.	<u>Everyone's Welcome –</u> To think about what makes me different	<u>Transition</u>

Reception					
Autumn 1 – Super Me!					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Welcome to St Mary's!	Welcome to St Mary's!	<u>My Treasure Chest-</u> Recognise and celebrate abilities and achievements.	<u>Our Class Puzzle-</u> Understand and celebrate that everyone is different	<u>What is your superpower?</u> Develop a positive sense of self	<u>Wellbeing Warriors-</u> Understand strategies for promoting wellbeing.
Autumn 2 – Being Safe					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Everyone's Welcome –</u> To Like Myself	<u>Staying Safe by the Road –</u> Understand aspects of road safety	<u>Staying Safe When Out and About –</u> Understand ways to stay safe when out and about	<u>Things that are Hot –</u> Understand ways to stay safe when out and about	<u>Can I Eat It?</u> Understand when things are safe to eat.	<u>Staying Safe Online</u> Understand ways to stay safe online.
Spring 1 -Me and My World					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>When I Grow Up –</u> Talk about different occupations	<u>People who help us in the community –</u> Understand who helps us within our communities	<u>Families around the World –</u> Learn about people around the World	<u>Island Rescue –</u> Understand ways to help the environment	<u>Internet Safety Week</u>	<u>Journey in Love –</u> Social and Emotional
Spring 2 – Look What I Can Do!					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Everyone's Welcome –</u> To join in	<u>Our Class Tidy-Up Checklist</u>	<u>Respecting Rules</u> Understand the importance of rules	<u>Which Way Should I Go? –</u>	<u>Me and My Clothes –</u> Understand different types of clothing and	<u>Journey in Love –</u> Physical

	Understand the importance of tidying up.		Follow simple instructions	what they are used for. Practice getting dressed and undressed.	
<b>Summer 1 – Positive Relationships</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone's Welcome</u> – To ask for help	<u>I Love Them Because</u> – Discuss families and people who are important to us.	<u>Let's Be Friends</u> – Gain confidence in making friends	<u>Friendship Recipe</u> – Understand what makes a good friend	<u>My Solution Wheel</u> – Understand how to resolve conflicts	<u>Journey in Love - Spiritual</u>
<b>Summer 2 – Reach for the Stars</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Going for Goal</u> – Understand and set simple goals	<u>I Can Persevere</u> – Understand what perseverance is and why it is important	<u>I Believe in Me</u> – Develop confidence and self-belief	<u>Building Resilience</u> – Understand what resilience is and why it is important	<u>I Hear the Magic Word</u> – – Develop focused attention	<u>Transition Week</u>

## Year 1

<b>Autumn 1 – Together Everyone Achieves More</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone's Welcome</u> – To like the way I am	<u>Together Everyone Achieves More</u> The roles different people (e.g. acquaintances, friends and relatives) play in our lives Identify the people who love and care for them and what they do to help them feel cared for Recognise the ways in which they are the same and different to	<u>Listening</u> How to treat themselves and others with respect; how to be polite and courteous How to listen to other people and play and work cooperatively	<u>Being Kind</u> How to recognise when they or someone else feels lonely and what to do What is kind and unkind behaviour, and how this can affect others How to treat themselves and others with respect; how to be polite and courteous	<u>Internet Safety</u> How to ask for help if a friendship is making them feel unhappy Bodies and feelings can be hurt by words and actions; that people can say hurtful things online How people may feel if they experience hurtful behaviour or bullying Hurtful behaviour (offline and online)	<u>Journey in Love – Social and Emotional</u>

	others The different groups they belong to			including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	
<b>Autumn 2 – Think Positive</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone’s Welcome</u> – To play with boys and girls	Remembrance Sunday	<u>Think Happy, Feel Happy</u> Recognise and name different feelings Feelings can affect people’s bodies and how they behave Things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) 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 Recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it	<u>It’s Your Choice</u> What keeping healthy means; different ways to keep healthy How feelings can affect people’s bodies and how they behave 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	<u>Go-Getters</u> Different feelings that humans can experience How feelings can affect people’s bodies and how they behave 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	<u>Be Mindful</u> How feelings can affect people’s bodies and how they behave 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

### Spring 1 – Diverse Britain

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome –</u></b> To recognise that people are different ages</p>	<p><b><u>My School</u></b> What rules are, why they are needed, and why different rules are needed for different situations. About the different groups they belong to.</p>	<p><b><u>My Community</u></b> What is kind and unkind behaviour, and how this can affect others The different groups they belong to The different roles and responsibilities people have in their community</p>	<p><b><u>My Neighbourhood</u></b> People and other living things have different needs; about the responsibilities of caring for them Things they can do to help look after their environment</p>	<p><b><u>My Country</u></b> How to talk about and share their opinions on things that matter to them Recognise the ways they are the same as, and different to, other people</p>	<p><b><u>Internet Safety</u></b></p>

### Spring 2 – Be Yourself

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome –</u></b> To understand that our bodies work in different ways</p>	<p><b><u>Marvellous Me</u></b> Recognise what makes them special Recognise the ways in which we are all unique</p>	<p><b><u>Things I Like</u></b> Recognise that not everyone feels the same at the same time, or feels the same about the same things Recognise the ways in which we are all unique Identify what they are good at, what they like and dislike</p>	<p><b><u>Changes</u></b> How to recognise and name different feelings 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 Change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b><u>Speak Up</u></b> Identify what they are good at, what they like and dislike How to talk about and share their opinions on things that matter to them</p>	<p><b><u>Journey in Love - Physical</u></b></p>

### Summer 1 – It's my Body

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>My Body, My Business</u></b> Recognise that some things are private and the importance of respecting privacy; that parts of their body</p>	<p><b><u>Active and Asleep</u></b> How physical activity helps us to stay healthy; and ways to be physically active everyday Why sleep is</p>	<p><b><u>Happy, Healthy Food</u></b> Foods that support good health and the risks of eating too much sugar Dental care and visiting the dentist;</p>	<p><b><u>Clean as a Whistle</u></b> Simple hygiene routines that can stop germs from spreading Medicines (including vaccinations and</p>	<p><b><u>Can I Eat It?</u></b> Recognise risk in simple everyday situations and what action to take to minimise harm</p>	<p><b><u>Journey in Love - Spiritual</u></b></p>

covered by underwear are private How to respond if physical contact makes them feel uncomfortable or unsafe Knowing there are situations when they should ask for permission and also when their permission should be sought The importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) 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 The people who help us to stay physically healthy	important and different ways to rest and relax Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	how to brush teeth correctly; food and drink that support dental health People who help us to stay physically healthy	immunisations and those that support allergic reactions) can help people to stay healthy Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health The people who help us to stay physically healthy	Household products (including medicines) can be harmful if not used correctly Things that people can put into their body or on their skin; how these can affect how people feel.	
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**Summer 2 – Aiming High**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b><u>Everyone's Welcome</u></b> – To understand we share the world with lots of people	<b><u>Star Qualities</u></b> Recognise what makes them special How to manage when finding things difficult Everyone has different strengths	<b><u>Positive Learners</u></b> Recognise what makes them special Identify what they are good at, what they like and dislike How to manage when finding things difficult	<b><u>Bright Futures</u></b> Recognise what makes them special How to manage when finding things difficult Everyone has different strengths Some of the strengths and interests	<b><u>Jobs for All</u></b> Recognise the ways in which they are the same and different to others How to talk about and share their opinions on things that matter to them	<b><u>Transition</u></b>

			someone might need to do different jobs	Different jobs that people they know or people who work in the community do Some of the strengths and interests	
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## Year 2

### Autumn 1 - VIPs

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome</u></b> To understand how we share the world</p>	<p><b><u>Who are your VIPs?</u></b> The people whose job it is to help keep us safe The roles different people (e.g. acquaintances, friends and relatives) play in our lives Identify the people who love and care for them and what they do to help them feel cared for</p>	<p><b><u>Families</u></b> The people whose job it is to help keep us safe The roles different people (e.g. acquaintances, friends and relatives) play in our lives Identify the people who love and care for them and what they do to help them feel cared for Different types of families including those that may be different to their own Identify common features of family life It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>	<p><b><u>Friends</u></b> Recognise what others might be feeling Ways of sharing feelings; a range of words to describe feelings How people make friends and what makes a good friendship</p>	<p><b><u>Falling Out</u></b> Identify what they are good at, what they like and dislike Simple strategies to resolve arguments between friends positively How to ask for help if a friendship is making them feel unhappy That bodies and feelings can be hurt by words and actions; that people can say hurtful things online About how people may feel if they experience hurtful behaviour or bullying That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the</p>	<p><b><u>Journey in Love – Social and Emotional</u></b></p>

importance of telling a trusted adult About how to respond if physical contact makes them feel uncomfortable or unsafe How to listen to other people and play and work cooperatively How to talk about and share their opinions on things that matter to them

**Autumn 2 – Safety First**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome -</u></b> To understand what makes someone feel proud</p>	<p><b><u>Remembrance Day</u></b></p>	<p><b><u>Keeping Safe</u></b> About rules and age restrictions that keep us safe New Responsibilities You Are Responsible Recognise risk in simple everyday situations and what action to take to minimise harm The people whose job it is to help keep us safe Basic techniques for resisting pressure to do something they don’t want to do and which may make them unsafe</p>	<p><b><u>Staying Safe at Home</u></b> Rules and age restrictions that keep us safe Recognise risk in simple everyday situations and what action to take to minimise harm How to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) Household products (including medicines) can be harmful if not used correctly</p>	<p><b><u>Staying Safe Outside</u></b> How to keep safe in the sun and protect skin from sun damage Rules and age restrictions that keep us safe Recognise risk in simple everyday situations and what action to take to minimise harm Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely About the people whose job it is to help keep us safe</p>	<p><b><u>Staying Safe Around Strangers</u></b> Recognise risk in simple everyday situations and what action to take to minimise harm Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely The people whose job it is to help keep us safe That sometimes people may behave differently online, including by pretending to be</p>

				About what to do if there is an accident and someone is hurt	someone they are not How to respond safely to adults they don't know
<b>Spring 1 – One World</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone's Welcome</u> - To understand what diversity is	<u>Families</u> Identify the people who love and care for them and what they do to help them feel cared for Different types of families including those that may be different to their own Identify common features of family life Recognise the ways they are the same as, and different to, other people	<u>Homes</u> Different types of families including those that may be different to their own Identify common features of family life How people and other living things have different needs; about the responsibilities of caring for them Recognise the ways they are the same as, and different to, other people	<u>Schools</u> What rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them Recognise the ways they are the same as, and different to, other people	<u>Environments</u> People and other living things have different needs; about the responsibilities of caring for them Recognise the ways they are the same as, and different to, other people	Internet Safety Week
<b>Spring 2- Digital Wellbeing</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone's Welcome-</u> To feel proud of being different	<u>The Internet and Me</u> How the internet and digital devices can be used safely to find things out and to communicate with others The role of the internet in everyday life	<u>Staying Safe Online</u> Rules and age restrictions that keep us safe 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 Sometimes	<u>Personal Information</u> Rules and age restrictions that keep us safe 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 Not all	<u>Communicating Online</u> Bodies and feelings can be hurt by words and actions; that people can say hurtful things online How people may feel if they experience hurtful behaviour or bullying Hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately	<u>Journey in Love - Physical</u>

		people may behave differently online, including by pretending to be someone they are not How to respond safely to adults they don't know	information seen online is true	excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult Sometimes people may behave differently online, including by pretending	
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**Summer 1- Money Matters**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b><u>Money</u></b> What money is; forms that money comes in; that money comes from different sources	<b><u>Where Money Comes From</u></b> Jobs help people to earn money to pay for things Different jobs that people they know or people who work in the community do	<b><u>Look After It</u></b> That money needs to be looked after; different ways of doing this	<b><u>Save or Spend?</u></b> People make different choices about how to save and spend money	<b><u>Want or Need?</u></b> The difference between needs and wants; that sometimes people may not always be able to have the things they want	<b><u>Journey in Love - Spiritual</u></b>

**Summer 2 – Growing Up**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b><u>Everyone's Welcome</u></b> To be able to work with everyone in my class	<b><u>Is It Okay?</u></b> Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private How to respond if physical contact makes them feel uncomfortable or unsafe Basic techniques for resisting pressure to do something they don't	<b><u>Pink and Blue</u></b> Recognise the ways in which we are all unique Recognise the ways in which they are the same and different to others	<b><u>Your Family, My Family</u></b> Different types of families including those that may be different to their own Identify common features of family life It is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	<b><u>Getting Older</u></b> Growing and changing from young to old and how people's needs change Preparing to move to a new class/year group	<b><u>Transition Week</u></b>

	want to do and which may make them unsafe 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 How to treat themselves and others with respect; how to be polite and courteous				
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## Year 3

### Autumn 1 – Together Everyone Achieves More

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everybody's Welcome</u></b> To understand how difference can affect someone</p>	<p><b><u>A New Start</u></b> Everyday things that affect feelings and the importance of expressing feelings Varied vocabulary to use when talking about feelings; about how to express feelings in different ways Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Strategies to manage</p>	<p><b><u>Together Everyone Achieves More</u></b> Personal behaviour can affect other people; to recognise and model respectful behaviour online The skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p><b><u>Being Considerate</u></b> 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 That friendships have ups and downs; strategies</p>	<p><b><u>When Things Go Wrong</u></b> The importance of seeking support if feeling lonely or excluded That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p><b><u>Journey in Love – Social and Emotional</u></b></p>

	transitions between classes and key stages		to resolve disputes and reconcile differences positively and safely		
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**Autumn 2 – Think Positive**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>Everybody's Welcome</u></b> To understand what 'discrimination' means</p>	<p><b><u>Remembrance Day</u></b></p>	<p><b><u>Happy Minds, Happy People</u></b> Choices that support a healthy lifestyle, and recognise what might influence these How to recognise that habits can have both positive and negative effects on a healthy lifestyle Mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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</p>	<p><b><u>Changes</u></b> Recognise that feelings can change over time and range in intensity Everyday things that affect feelings and the importance of expressing feelings Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Strategies to manage transitions between classes and key stages Importance of seeking support if feeling lonely or excluded</p>	<p><b><u>You're the Boss</u></b> Choices that support a healthy lifestyle, and recognise what might influence these Mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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 Strategies to respond to feelings, including intense or conflicting feelings; how to</p>	<p><b><u>Always Learning</u></b> Recognise that habits can have both positive and negative effects on a healthy lifestyle Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking</p>

		<p>support mental health and wellbeing Varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p>		<p>manage and respond to feelings appropriately and proportionately in different situations</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	
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**Spring 1 – Diverse Britain**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>Everybody's Welcome</u></b> - To understand find a solution to a problem</p>	<p><b><u>Living in the British Isles</u></b> Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own The relationship between rights and responsibilities The different groups that make up their</p>	<p><b><u>Democracy</u></b> Recognise there are human rights, that are there to protect everyone 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 To value the different contributions that people and groups make to the community.</p>	<p><b><u>Rules, Laws and Responsibilities</u></b> Recognise reasons for rules and laws; consequences of not adhering to rules and laws The relationship between rights and responsibilities</p>	<p><b><u>Liberty</u></b> Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>	<p><b><u>Tolerance and Respect</u></b> Discrimination: what it means and how to challenge it Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Prejudice; how to recognise behaviours/actions</p>

	community; what living in a community means Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities				which discriminate against others; ways of responding to it if witnessed or experienced
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**Spring 2 – Be Yourself**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>Everybody's Welcome</u></b> - Use strategies to help someone who feels different</p>	<p><b><u>Pride</u></b> Everyday things that affect feelings and the importance of expressing feelings Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) For some people gender identity does not correspond with their biological sex Recognise their individuality and personal qualities Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise the importance of self-respect and how this</p>	<p><b><u>Know Your Mind</u></b> Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p><b><u>Media-Wise</u></b> 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 Recognise ways in which the internet and social media can be used both positively and negatively How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p><b><u>Making It Right</u></b> Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking Personal behaviour can affect other people; to recognise</p>	<p><b><u>Journey in Love - Physical</u></b></p>

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

**Summer 1 – It's My Body**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everybody's Welcome</u></b> - To be welcoming</p>	<p><b><u>Good Night, Good Day</u></b> How to make informed decisions about health The elements of a balanced, healthy lifestyle Choices that support a healthy lifestyle, and recognise what might influence these How to recognise that habits can have both positive and negative effects on a healthy lifestyle How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p><b><u>Cough, Splutter, Sneeze!</u></b> How to recognise that habits can have both positive and negative effects on a healthy lifestyle What good physical health means; how to recognise early signs of physical illness That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it How medicines, when used responsibly, contribute to health;</p>	<p><b><u>Drugs: Healing or Harmful?</u></b> How to predict, assess and manage risk in different situations 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 Why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p>	<p><b><u>Choices Everywhere</u></b> How to make informed decisions about health The elements of a balanced, healthy lifestyle Choices that support a healthy lifestyle, and recognise what might influence these Recognise that habits can have both positive and negative effects on a healthy lifestyle Maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic</p>	<p><b><u>Journey in Love - Spiritual</u></b></p>

		that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health		drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	
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**Summer 2 – Aiming High**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p align="center"><b><u>Goals</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p align="center"><b><u>Always Learning</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth How to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p align="center"><b><u>Jobs and Skills</u></b></p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life What might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p align="center"><b><u>No Limit!</u></b></p> <p>Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life Stereotypes in the workplace and that a person’s career aspirations should not be limited by them What might influence people’s decisions about a job or career (e.g. personal interests and values, family</p>	<p align="center"><b><u>When I Grow Up</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth There is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p align="center"><b><u>Transition Week</u></b></p>

			connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)		
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## Year 4

### Autumn 1 - VIPS

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Families and Friends</u></b> Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) A feature of positive family life is caring relationships; about the different ways in which people care for one another Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty Recognise</p>	<p><b><u>Fabulous Friends</u></b> The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 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 Healthy friendships make</p>	<p><b><u>Is This a Good Relationship?</u></b> Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on</p>	<p><b><u>Falling Out</u></b> Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p><b><u>What is Bullying?</u></b> Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them The impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p><b><u>Stand up to Bullying</u></b> Healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them The impact of bullying, including offline and online, and the consequences of hurtful behaviour Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of</p>

<p>if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. The importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. 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. Personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p>people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. How friendships can change over time, about making new friends and the benefits of having different types of friends. Personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p>others. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</p>			<p>others); how to report concerns and get support. Discrimination: what it means and how to challenge it. Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding.</p>
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**Autumn 2 – Safety First**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>Everyone’s Welcome -</b> To know when to be assertive</p>	<p><b><u>New Responsibilities</u></b> About the new opportunities and responsibilities that increasing independence may</p>	<p><b><u>Risks, Hazards and Dangers</u></b> How to predict, assess and manage risk in different situations. Hazards (including fire</p>	<p><b><u>Safety When Out and About</u></b> The new opportunities and responsibilities that increasing independence may</p>	<p><b><u>Dangerous Substances</u></b> The importance of taking medicines correctly and using household products safely, (e.g. following</p>	<p><b><u>Injuries and Emergencies</u></b> What is meant by first aid; basic techniques for dealing with common injuries. How</p>

	bring 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 How to predict, assess and manage risk in different situations	risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	bring 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	instructions carefully) The risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	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
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**Spring 1 – One World**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b><u>Everyone’s Welcome</u></b> - To overcome language as a barrier	<b><u>Chiwa and Kwende</u></b> Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for	<b><u>Chiwa’s Dilemma (1)</u></b> How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with Recognise there are human rights, that are there to protect everyone Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	<b><u>Chiwa’s Dilemma (2)</u></b> How to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with Recognise there are human rights, that are there to protect everyone Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities	<b><u>Chiwa’s Sugar</u></b> Recognise there are human rights, that are there to protect everyone 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 Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities People’s spending decisions can	<b><u>Journey in Love – Social and Emotional</u></b>

	challenging stereotypes			affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	
<b>Spring 2 – Digital Wellbeing</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone's Welcome –</u> To understand why people choose to get married	<u>Digital Kindness</u> The impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 Discrimination: what it means and how to challenge it	<u>Do I Know You?</u> 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 Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	<u>Online Information</u> How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation	<u>Keep It Private</u> 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 Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Some of the	<u>Journey in Love –</u> Physical

different ways  
information and data is  
shared and used  
online, including for  
commercial purposes

**Summer 1 – Money Matters**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><u>Everyone’s Welcome -</u> To ask questions</p>	<p><u>Where Does Money Come From?</u> There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life Some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><u>Ways to Pay</u> The different ways to pay for things and the choices people have about this Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p><u>Reasons to Borrow</u> Recognise that people make spending decisions based on priorities, needs and wants Identify the ways that money can impact on people’s feelings and emotions</p>	<p><u>British Values -</u> Liberty, Democracy and Rule of Law</p>	<p><u>Journey in Love -</u> Spiritual</p>

## Summer 2 – Money Matters (continued)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome</u></b> - To be Who you want to be</p>	<p><b><u>Spending Decisions</u></b> People’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Recognise that people make spending decisions based on priorities, needs and wants Different ways to keep track of money</p>	<p><b><u>Advertising</u></b> Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ Recognise that people make spending decisions based on priorities, needs and wants</p>	<p><b><u>Keeping Track</u></b> Recognise that people make spending decisions based on priorities, needs and wants Different ways to keep track of money</p>	<p><b><u>British Values</u></b> - Respect and Acceptance</p>	<p><b><u>Transition Week</u></b></p>

## Year 5

### Autumn 1 – Together Everyone Achieves More

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome</u></b> - To recognise when someone needs help.</p>	<p><b><u>Together Everyone Achieves More</u></b> Personal behaviour can affect other people; to recognise and model respectful behaviour online Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in</p>	<p><b><u>Communicate</u></b> 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</p>	<p><b><u>Care</u></b> Change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement The importance of friendships; strategies for building positive friendships; how positive friendships</p>	<p><b><u>Unkind Behaviour</u></b> The impact of bullying, including offline and online, and the consequences of hurtful behaviour Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling,</p>	<p><b><u>Journey in Love – Social and Emotional</u></b></p>

personality or background Some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

to face-to-face relationships Personal behaviour can affect other people; to recognise and model respectful behaviour online 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 Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with Some of the skills that will help them in their future

support wellbeing The importance of seeking support if feeling lonely or excluded That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 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

harassment or the deliberate excluding of others); how to report concerns and get support Discrimination: what it means and how to challenge it 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

careers e.g. teamwork,  
communication and  
negotiation

**Autumn 2 – Think Positive**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><u>Everyone’s Welcome-</u> To learn from our past</p>	<p><u>Remembrance Week</u></p>	<p><u>The Cognitive Triangle</u> Mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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 Everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about</p>	<p><u>Thoughts are not Facts</u> The elements of a balanced, healthy lifestyle Mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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 Everyday things that affect feelings and the importance of expressing feelings Varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>	<p><u>Being Present</u> Choices that support a healthy lifestyle, and recognise what might influence these Mental health, just like physical health, is part of daily life; the importance of taking care of mental health Strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p><u>Yes I Can!</u> How to recognise that habits can have both positive and negative effects on a healthy lifestyle Mental health, just like physical health, is part of daily life; the importance of taking care of mental health How to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>

### Spring 1 – Diverse Britain

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome</u></b> – To appreciate artistic freedom</p>	<p><b><u>Identities</u></b> Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own The relationship between rights and responsibilities The different groups that make up their community; what living in a community means Diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>	<p><b><u>Respecting the Law</u></b> Recognise reasons for rules and laws; consequences of not adhering to rules and laws Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding</p>	<p><b><u>Local Government</u></b> Discrimination: what it means and how to challenge it Recognise there are human rights, that are there to protect everyone Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p><b><u>National Government</u></b> Discrimination: what it means and how to challenge it Recognise there are human rights, that are there to protect everyone Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p><b><u>Internet Safety Week</u></b></p>

### Spring 2 – Be Yourself

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome</u></b> - To accept people who are different from me</p>	<p><b><u>You Are Unique</u></b> Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond</p>	<p><b><u>Let It Out</u></b> Everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to</p>	<p><b><u>Do the Right Thing</u></b> Choices that support a healthy lifestyle, and recognise what might influence these Strategies for</p>	<p><b><u>Making Amends</u></b> Identify personal strengths, skills, achievements and interests and how these contribute to a</p>	<p><b><u>Journey in Love</u></b> - Physical</p>

to feelings appropriately and proportionately in different situations Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others 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

use when talking about feelings; about how to express feelings in different ways About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement That a feature of positive family life is caring relationships; about the different ways in which people care for one another 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

recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

sense of self-worth About how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking

## Summer 1 – It's My Body

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome</u></b> – To justify my actions.</p>	<p><b><u>Exercise Right, Sleep Tight</u></b></p> <p>The elements of a balanced, healthy lifestyle Choices that support a healthy lifestyle, and recognise what might influence these Recognise that habits can have both positive and negative effects on a healthy lifestyle Regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle How sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p>	<p><b><u>Taking Care of Our Bodies</u></b></p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay Bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed How to maintain good oral hygiene (including correct brushing and</p>	<p><b><u>Harmful Substances</u></b></p> <p>The risks and effects of legal drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others Why people choose to use or not use drugs (including nicotine, alcohol and medicines); The mixed messages in the media about drugs, including alcohol and smoking/vaping The organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns How to recognise pressure from others</p>	<p><b><u>Healthy Choices</u></b></p> <p>How to make informed decisions about health Choices that support a healthy lifestyle, and recognise what might influence these What good physical health means; how to recognise early signs of physical illness What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p><b><u>Journey in Love</u></b> – Spiritual</p>

		flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) The benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	to do something unsafe or that makes them feel uncomfortable and strategies for managing this		
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**Summer 2 – Aiming High**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>You Can Achieve Anything</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><b><u>Breaking Down Barriers</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p><b><u>Future Focus</u></b></p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p>	<p><b><u>Equal Opportunities</u></b></p> <p>There is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life Stereotypes in the workplace and that a person’s career aspirations should not be limited by them Some jobs are paid more than others and money is one factor which may influence a person’s job or career</p>	<p><b><u>The World Of Work</u></b></p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes Identify the kind of job that they might like to do when they are older Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p><b><u>Onwards and Upwards</u></b></p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>

			choice; that people may choose to do voluntary work which is unpaid		
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## Year 6

### Autumn 1 - VIPs

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome</u></b> – To promote diversity</p>	<p><b><u>People We Love</u></b> People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. A feature of positive family life is caring relationships; about the different ways in which people care for one another. 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. Recognise other shared characteristics of healthy family life,</p>	<p><b><u>It's Okay to disagree</u></b> Friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p>	<p><b><u>Secrets</u></b> Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p><b><u>False Friends</u></b> Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). Seeking and giving permission.</p>	<p><b><u>Journey in Love- Social and Emotional</u></b></p>

	including commitment, care, spending time together; being there for each other in times of difficulty Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice			(consent) in different situations	
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**Autumn 2 – Safety First**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>You Are Responsible</u></b> New opportunities and responsibilities that increasing independence may bring 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 How to predict, assess and manage risk in different situations</p>	<p><b><u>What Are the Risks?</u></b> Predict, assess and manage risk in different situations Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p>	<p><b><u>Making Your Mind Up</u></b> Predict, assess and manage risk in different situations Recognise pressure from others to do something unsafe or that makes them feel uncomfortable</p>	<p><b><u>In an Emergency</u></b> How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health park, swimming pool, on the street) and how to cross the road safely About the people whose job it is to help keep us safe About what to do if there is an accident and someone is hurt What is meant by first aid; basic techniques for dealing with common injuries How to respond and react in an emergency situation; how to identify situations that may require the emergency services;</p>	<p><b><u>Home – Safe and Sound</u></b> New opportunities and responsibilities that increasing independence may bring Hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe The importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>	<p><b><u>Outdoors – Playing it Safe</u></b> How to predict, assess and manage risk in different situations 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>

			know how to contact them and what to say		
<b>Spring 1 – One World</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<u>Everyone’s Welcome-</u> To challenge the causes of racism	<u>Global Citizens</u> Recognise there are human rights, that are there to protect everyone The relationship between rights and responsibilities 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 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)	<u>Global Warming</u> The relationship between rights and responsibilities 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 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) People’s spending decisions can affect others and the environment	<u>Water</u> The relationship between rights and responsibilities 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 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) People’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	<u>Biodiversity</u> The relationship between rights and responsibilities 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 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) People’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	<u>Journey in Love - Physical</u>

## Spring 2 – Digital Wellbeing

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone’s Welcome</u></b> - To stand up to discrimination</p>	<p><b><u>My Digital Life</u></b> The benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online Recognise ways in which the internet and social media can be used both positively and negatively</p>	<p><b><u>Online Relationships</u></b> 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 Privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) Why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns How to respond safely and appropriately to adults they may encounter (in all contexts including</p>	<p><b><u>Social Media</u></b> Recognise ways in which the internet and social media can be used both positively and negatively Some of the different ways information and data is shared and used online, including for commercial purposes How information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p><b><u>Saying No to Bullying</u></b> The impact of bullying, including offline and online, and the consequences of hurtful behaviour 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 Discrimination: what it means and how to challenge it</p>	<p><b><u>Journey in Love</u></b> - Spiritual</p>

		<p>online) whom they do not know How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p>			
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**Summer 1 – Money Matters**

<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b><u>Everyone’s Welcome</u></b> – To recognise my freedom</p>	<p><b><u>Look After It!</u></b> Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ Risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>	<p><b><u>Critical Consumers</u></b> The different ways to pay for things and the choices people have about this Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ Recognise that people make spending decisions based on priorities, needs and wants</p>	<p><b><u>Value for Money and Ethical Spending</u></b> Recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ People’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) Recognise that people make spending decisions based on priorities, needs and wants</p>	<p><b><u>Budgeting</u></b> Recognise that people make spending decisions based on priorities, needs and wants Different ways to keep track of money</p>	<p><b><u>Money and Emotional Wellbeing</u></b> That people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

## Summer 2 – Growing Up

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b><u>Everyone's Welcome</u></b> – To consider how my life changes as I grow up</p>	<p><b><u>Changing Bodies</u></b> Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene Where to get more information, help and advice about growing and changing, especially about puberty Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond</p>	<p><b><u>Changing Emotions</u></b> Recognise that feelings can change over time and range in intensity Everyday things that affect feelings and the importance of expressing feelings A varied vocabulary to use when talking about feelings; about how to express feelings in different ways Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations Physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p>	<p><b><u>Just the Way You Are</u></b> Personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) Recognise their individuality and personal qualities Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth Stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes Recognise ways in which the internet and social media can be used both positively and negatively How text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability</p>	<p><b><u>Money and Emotional Wellbeing</u></b> That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p><b><u>Transition</u></b></p>

	to unwanted physical contact				
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# Vocabulary

## Vocabulary is V.I.T.A.L in RSHE

<b>Valued</b>	We value vocabulary in RSHE and in everything we do.
<b>Identified</b>	Specific vocabulary is identified by the RSHE subject leader and is explicitly planned for.
<b>Taught</b>	Vocabulary is explicitly taught in every lesson. Our Arches Planners are used as a teaching tool for key vocabulary and the RSHE medium term plans include additional vocabulary to be taught.
<b>Applied</b>	Once vocabulary is taught, it is applied. Children apply their vocabulary in their speaking and listening, writing and assessment outcomes in RSHE. We want our children to have a varied vocabulary to use when talking about their own and others' feelings.
<b>Learned</b>	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key vocabulary.

## EYFS

Through an '**explosion of experiences**', our youngest learners are exposed to the foundations of their learning in RSHE through their Personal, Social and Emotional Development Prime Area of learning. Carefully planned knowledge, skills and experiences are provided for our children. High quality books, stories and rhymes are the beating heart of our RSHE curriculum in EYFS. Key vocabulary is planned for. Staff are role models in demonstrating RSHE vocabulary and this is further enhanced in our excellent provision. The foundations of learning in RSHE, RSE and PSHE in EYFS is linked to Year 1 and beyond.

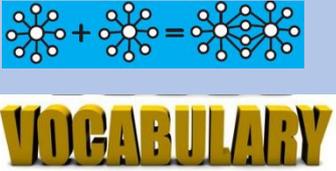
## Implementation

Both our staff and children are enthusiastic about RSHE. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the RSHE they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'St Mary's Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

## Lesson Structure

St Mary's Catholic Academies Lesson structure	
	<b>Lesson part 1: Recap and Do Now Tasks</b> This part of the lesson allows for retrieval practice of previous learnt knowledge, concepts or processes. Depending on the outcome of teacher assessment from the previous lesson, this could also include revisiting a misconception at a whole class level. The task should allow for consolidation of prior learning and promote the application of this to other topics where appropriate.

	<p style="text-align: center;"><b>Lesson Part 2: New learning</b></p> <p>Vocabulary is introduced or in some cases revisited at the start of the hook. Explicit teaching of new vocabulary is taught here including the teaching of the vocabulary in a context where applicable. Retrieval practice of key vocabulary is also completed. The key learning should be shared with the pupils at the start of this section. Effective teaching modelling is evident during this part of the lesson with teachers clearly modelling their own thinking.</p>
	<p style="text-align: center;"><b>Lesson Part 3: Independent Task</b></p> <p>The independent task allows for children to practise or apply their learning. Present the new learning small steps. This is a vital opportunity for assessment and all adults in the class provide immediate feedback through live marking.</p>
	<p style="text-align: center;"><b>Lesson Part 4: Plenary</b></p> <p>The plenary is an essential opportunity to consolidate learning, gauge levels of understanding and develop pupils' skills in explaining, reasoning, and justifying where appropriate. This part of the lesson provides teachers with immediate, formative assessment of the children's understanding from the lesson and any misconceptions which may need to be addressed either within this part of a lesson or at the start of the next lesson.</p>

## Impact

We understand that we may not see the true impact of our RSHE curriculum on our children as our RSHE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught RSHE curriculum, once embedded, leads to great outcomes and contributes to positive behaviour and attitudes of our children. For example, relationships is a 'golden thread' within our curriculum. The starting point is nurturing a positive relationship with self to grow a sense of identity and self-esteem within individuals. Children learn about rights and responsibilities to themselves and others. They develop a high degree of empathy and social skills. In

Students are also equipped with a range of strategies to safeguard themselves and others, and to know how and when to access support. Critical thinking provides pupils with the skills to assess different situations and scenarios. They can then act and behave appropriately affording respect towards others and upholding theirs and others' rights. The impact of this should be pupils wanting to come to school as they feel safe and valued.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory and apply the skills to their own lives.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of St Mary's RSHE curriculum is measured through the following:

- Assessment at the end of each unit of work (formative or summative)
- Vocabulary and knowledge are assessed at the end of each lesson and at the end of each sequence
- Pupil voice
- Progress evident in children's books and record of experiences
- Seeking views of parents where appropriate
- The behaviour and attitude of our pupils
- Students are also equipped with a range of strategies to safeguard themselves and others