St Augustine's Catholic Primary School

PSHRE

PSHRE (Personal, Social, Health and Relationships Education, inc Citizenship)

Introduction

Any teaching about love and sexual relationships in a Catholic school must be rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and be presented within a positive framework of Christian virtue with an emphasis on the importance of healthy relationships to human well-being, as the core learning within a PSHRE curriculum.

Pedagogical Principles

A good PSHRE programme must enshrine core pedagogical virtues – that it is, it must, above all else, qualify as good education. Therefore, it will be:

Progressive & Developmental

The learning needs to reflect each stage of the development of the person. It needs to be part of both the Primary and Secondary phase of education and it needs to be appropriate to the age and stage of development of children and young people during the different phases of

their education. It also needs to be continuous and developmental. It should be a process which is planned from beginning to end with one phase of education informing the work of the next so that children and young people can be led to a deeper and fuller understanding by degrees at a rate which corresponds to their maturing.

Differentiated

Schools must ensure that PSHRE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods will need to be adapted and specialist resources and training will need to be provided for those with particular needs. Schools, therefore, should ensure that children with special educational needs and disabilities are not at any point withdrawn because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality needs to be reflected in each relevant part of the curriculum. Whilst, for example, some aspects will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each should be informed by the other. Each discipline should speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Integrated

A well-planned programme will not just ensure that there is correspondence between phases and across disciplines but will ensure that parents are fully involved in the planning and evaluation of the teaching of relationships and sexuality. Ideally, pupils should hear a consistent message about the meaning and value of human sexuality at home, in the parish and at school. This can only be achieved if the home, parish and school work to integrate the teaching of PSHRE.

Co-ordinated

None of these educational goals are possible if PSHRE is not given the time and importance it deserves by those who plan and implement its delivery in school.

PSHRE must be taken seriously by school leaders; led properly by someone who has the time and expertise to co-ordinate the subject with dedication and commitment at a senior level; taught by those committed to doing it well; taught as part of a whole-school approach by those who are able to celebrate – not merely tolerate – the teaching of the Church on love and human sexuality.

Balanced

Whilst promoting Catholic virtues, schools should ensure that children and young people are offered a broad and balanced PSHRE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

The structure of this model curriculum.

This model curriculum covers EYFS, KS1 and KS2 and is based on three core themes within which there will be broad overlap. It is adaptable to the age and ability of the pupils. The three themes are:

- ***Created and loved by God (this explores the individual)***

  The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

- ***Created to love others (this explores an individual's relationships with others)***

  God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

- ***Created to live in community – local, national & global (this explores the individual's relationships with the wider world)***

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHRE content of the theme.

Christian Virtue and PSHRE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

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Appendix 1: PSHRE Skills Progression

(National Curriculum requirements for the teaching and learning of PSHRE)

Theme 1: Created and Loved by God

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	**In a Catholic school, pupils are growing to be:** 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	**Pupils should be taught:** 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	**Pupils should be taught:** 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics

	EYFS & KS1	KS2
Life cycles and fertility	**Pupils should be taught:** **Life cycles** 1.1.5.1. That there are life stages from birth to death	**Pupils should be taught:** **Life cycles** 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) **Fertility** 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova

	EYFS & KS1	KS2
Me, my body and my health	**Pupils should be taught:** **Me** 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities **My body** 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys **My Health** 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy life-style, including physical activity, dental health and healthy eating	**Pupils should be taught:** **Me** 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) **My body** 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) **My health** 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitudes	**Pupils should be taught:** **Emotional well-being** 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings **Attitudes** 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	**Pupils should be taught:** **Emotional well-being** 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves **Attitudes** 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Theme 2: Created to love others

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	**In a Catholic school, pupils are growing to be:** 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	**Pupils should be taught:** 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	**Pupils should be taught:** 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment
Personal Relationships	**Pupils should be taught:** 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	**Pupils should be taught:** 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

Keeping safe and people who can help me	**Pupils should be taught:** **Keeping safe** 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. **People who can help me** 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	**Pupils should be taught:** **Keeping safe** 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships **People who can help me** 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard

Theme 3: Created to live in community (local, national and global)

	EYFS & KS1	KS2
Education in virtue	**In a Catholic school, pupils are growing to be:** 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	**In a Catholic school, pupils are growing to be:** 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the importance of human communities	**Pupils should be taught:** 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	**Pupils should be taught:** 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	**Pupils should be taught:** 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	**Pupils should be taught:** 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

Appendix 2: Cross Curricular links per year group for EYFS, KS1 and KS2

Cross Curricular Map for EYFS and KS1

Theme 1: Created and loved by God	**RE**	**PSHE**	**Science**
Education in virtue			
In a Catholic school, pupils are growing to be:			
1.1.1.1. Respectful of their own bodies and character	Reception Creation	Reception – self care	Marvellous Me
1.1.1.2. Appreciative for blessings	Year 1 Creation		
1.1.1.3. Grateful to others and to God	Year 1 Creation		
1.1.1.4. Patient when they do not always get what they want		reception relationships	
Religious understanding of the human person: loving myself			
Pupils should be taught:			
1.1.2.1. We are made by God and are special	Creation Year 2		
1.1.2.2. We are all God's children	Creation Year 1		
1.1.2.3. Ways of expressing gratitude to	Creation Year 1		
1.1.2.4. About the sacrament of Baptism	Sacraments Reception		
Me, my body and my health			
Pupils should be taught:			
Me			
1.1.3.1. We are all unique individuals	Year 2 Creation	EYFS Health	
1.1.3.2. We all have individual gifts, talents and abilities	Year 2 Creation	EYFS Health	

Theme 2: Created to love others	**RE**	**PSHE**	**Science**
Education in virtue			
In a Catholic school, pupils are growing to be:			
1.2.1.1. Friendly, able to make and keep friends		EYFS Relationships	
1.2.1.2. Caring, attentive to the needs of others and generous in their responses		EYFS Relationships	
1.2.1.3. Respectful of others, their uniqueness, their wants and their needs		EYFS Relationships	
1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them	Lent Reception	EYFS Relationships	
1.2.1.5. Courteous, learning to say, "please" and "thank you."		EYFS Relationships	
1.2.1.6. Honest, able to tell the difference between truth and		EYFS Relationships	
Religious understanding of human relationships: loving others			
Pupils should be taught:			
1.2.2.1. We are part of God's family	Creation Year 1		
1.2.2.2. That saying sorry is important and can help mend broken friendships	lent Reception	EYFS Relationships	
1.2.2.3. Jesus cared for others	Reevlations Year 1		
1.2.2.4. That we should love other people in the same way Jesus loves us	Revelations Year 1		
Personal Relationships			
Pupils should be taught:			
1.2.3.1. The characteristics of positive and negative relationships		Year 1 Relationships	

Theme 3: Created to live in community (local, national and global)	**RE**	**PSHE**	**Science**
Education in Virtue			
In a Catholic school, pupils are growing to be:			
1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally		Year 1 Wider World	
1.3.1.2. People who serve others, locally, nationally and globally	Revelations Year 1		
1.3.1.3. Active in their commitment to bring about change		Year 2 Wider World	
Religious understanding of the importance of human communities			
Pupils should be taught:			
1.3.2.1. That God is Father, Son and Holy Spirit	Lent Year 2		
1.3.2.2. Some scripture illustrating the importance of living in community	Revelation Year 2		
1.3.2.3. Jesus' teaching on who is my neighbour	Prayers, Saints & Feats Year 1		
Living in the wider world			
Pupils should be taught:			
1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community	Prayers, Saints & Feats Year 1	EYFS Wider World	
1.3.3.2. That their behavior has an impact on the communities to which they belong	Revelation Year 2	EYFS Wider World	Year 1 Animals including humans
1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;	Revelation Year 2	Year 1 Relationships	Year 2 Animals including humans
1.3.3.4. About what harms and improves the world in which they live	Revelation Year 2	Year 1 Wider World	Year 2 Animals including humans
1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing	Revelation Year 2	..	Year 2 Animals including humans

Cross Curricular Map for EYFS and KS1 (continued)

My body				1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them		Year 1 Relationships	
1.1.3.1. The names of the external parts of the body			Year 1 Animals including humans	1.2.3.3. There are different family structures and these should be respected		Year 2 Relationships	
1.1.3.2. The similarities and differences between girls and boys			Year 1 Animals including humans	1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours		Year 2 Relationships	
My Health				1.2.3.5. To recognise when people are being unkind to them and others and how to		Year 2 Relationships	
1.1.3.3. How to maintain personal hygiene		EYFS _ Health & Wellbeing	Year 2 Animals including humans	1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.		Year 2 Relationships	
1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy		EYFS _ Health & Wellbeing	Year 2 Animals including humans	**Pupils should be taught:**			
Pupils should be taught:				**Keeping safe and people who can help me**			
Emotional well-being				1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online		EYFS relationships	
1.1.4.1. That we all have different likes and dislikes		EYFS Relationships		1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable		EYFS relationships	
1.1.4.2. A language to describe feelings	Lent Year 1	Year 1/2 Rearionships		1.2.4.3. The difference between good and bad secrets		Year 1 Wider World	
Attitudes				1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.		EYFS / Year 1 Wider World	
1.1.4.3. A basic understanding that feelings and actions are two different things		Year 2 Relationships		**People who can help me**			
1.1.4.4. Simple strategies for managing feelings and behaviour		Year 2 Relationships		1.2.4.5. Who to go to if they are worried or need help		EYFS Relationships	
1.1.4.5. That choices have consequences		Year 2 Relationships		1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.		Year 3 Wider World	
Life cycles and fertility							
Pupils should be taught:							
Life cycles							
1.1.5.1. That there are life stages from birth to death			Year 2 Animals including				

Cross Curricular Map for KS2

Theme 1: Created & Loved by God	RE	PSHE	Science
Education in virtue			
In a Catholic school, pupils are growing to be:			
2.1.1.1. Respectful of their own bodies, character and giftedness	Creation Year 3		Year 3 Animals including
2.1.1.2. Appreciative for blessings	Creation Year 3		
2.1.1.3. Grateful to others and to God	Creation Year 3		
2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods	Creation Year 3		
2.1.1.5. Discerning in their decision making			
2.1.1.6. Determined and resilient in the face of difficulty	Lent Year 3		
2.1.1.7. Courageous in the face of new situations and in facing their fears			
Religious understanding of the human person: loving myself			
Pupils should be taught:			
2.1.2.1. We are special people made in the image and likeness of God	Creation Year 4		
2.1.2.2. We are children of God with an innate dignity	Creation Year 4		
2.1.2.3. God has created us for a purpose (vocation)	Creation Year 4		
2.1.2.4. Life is precious and their body is God's gift to them	Creation Year 5		
2.1.2.5. Prayer and worship are ways of nourishing their relationship with God	Prayer, Saints & Feasts year		
2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.	Sacraments Year 5		

Theme 2: Created to love others	RE	PSHE	Science
Education in virtue			
In a Catholic school, pupils are growing to be:			
2.2.1.1. Loyal, able to develop and sustain friendships		Year 3 Relationships	
2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble	Year 3 Christmas & Advent	Year 3 wider world	
2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different		Year 4 Relationships	
2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	Year 3 & 4 Prayer, Saints &	Year 3 Relationships	
2.2.1.5. Courteous in their dealings with friends and strangers		Year 4 relationsh	
2.2.1.6. Honesty, committed to living truthfully and with integrity	Year 3 & 4 Prayer, Saints &	Year 4 relationsh ips	
Religious understanding of human relationships: loving others			
Pupils should be taught:			
2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese	Year 3 & Year 6		
2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness	Year 3 & 4 Prayer, Saints &	Year 4 relationsh ips	
2.2.2.3. The sacrament of marriage involves commitment and self-giving	Year 4 & 5 Sacrament s		
Personal Relationships			
Pupils should be taught:			
2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong.		Year 4 relationsh ips	
2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family	Year 5 Sacrament s	Year 4 relationsh ips	

Theme 3: Created to live in community (local,	RE	PSHE	Science
Education in virtue			
In a Catholic school, pupils are growing to be:			
2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally	Year 3 revelatio ns	Year 5 wider world	Year 4 Living things and
2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally	Year 4 & 6 Creation	Year 5 wider world	
2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally	Year 5 Revelatio ns	Year 5 wider world	
Religious understanding of the importance of human communities			
Pupils should be taught:			
2.3.2.1. God is Trinity - a communion of persons	Year 3,4,5 & 6 Penteco		
2.3.2.2. The key principles of Catholic Social Teaching	Year 5 &6 Penteco		
2.3.2.3. The Church is the Body of Christ	Year 3 Revelatio		
Living in the wider world			
Pupils should be taught:			
2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.)			
2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers			
2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread		Year 3 Health	Year 6 Animals incnuding
2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another	Year 4 & 6 Creation	Year 5 Wider World	

Me, My Body & my health			
Pupils should be taught:			
Me			
2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy	Creation Year 4	Year 4 Relationships	
2.1.3.2. Strategies to develop self-confidence and self-esteem			
2.1.3.3. Each person has a purpose in the world	Creation Year 4	Year 4 Wider	
2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1,	Creation Year 4	Year 5 Wider World	Year 4 Animals including
My body			
2.1.3.5. Their body will change and develop as they grow			Year 5 Animals including
2.1.3.6. About the growth and development of humans and the changes experienced during puberty			Year 5 Animals including
2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)			Year 6 Animals including
My health			
2.1.3.8. How to make informed choices that have an impact on their health Emotional well-being and attitudes			
Emotional well-being			
2.1.4.1. Their emotions may change as they approach as they grow and move through puberty		Year 6 Health	
2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings		Year 6 Health	
2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the		Year 4 Wider	
2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about		Year 4 Wider	
Attitudes			
2.1.4.5. That some behavior is unacceptable, unhealthy or		Year 5	
2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources		Year 4 Health	

2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences		Year 6 relationships	
2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond		Year 3 health	
2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond		Year 6 relationships	
2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be		Year 5 relationships	
2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes. Keeping safe and people who can	Year 5 Prayer, Saints & Feasts	Year 5 relationships	
Keeping safe and people who can help me			
Pupils should be taught:			
2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe		Year 4 Health	
2.2.4.2. How to use technology safely		Year 3 Health	
2.2.4.3. That not all images, language and behavior are appropriate		Year 3 Health/ Wider	
2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond		Year 4 Health/Relationship	Year 3 Animals including
2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them		Year 6 Living in a wider	
2.2.4.6. How to report and get help if they encounter inappropriate materials or messages		Year 4 Cyber	

Cross Curricular Map for KS2 (continued)

Life cycles and fertility			
Pupils should be taught:			
Life cycles			
2.1.5.1. How a baby grows and develops in its mother's womb			**Year 5 Animals including**
2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)			**Year 5 Animals including**
Fertility			**Year 5 Animals including**
2.1.5.3. The nature and role of menstruation in the fertility cycle			**Year 6 Evolution & inheritance**
2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova			**Year 6 Evolution & inheritance**

Appendix 3: At St Augustine's Catholic Primary School, we will be using the Ten Ten 'Life to the Full' Resources in order to teach PSHRE. The Learning Objectives listed in the tables above will be covered within the following sessions.

Core Module	Created and Loved by God				Created to Love Others			Created to Live in Community	
Topic	Religious Understanding	Me, my body, my health	Emotional Wellbeing	Life Cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
Key Stage One (Year 1 and Year 2)	**Story Sessions:** Handmade With Love (Kester's Adventures)	**Session 1:** I am Unique	**Session 1:** Feelings – Likes and Dislikes	**Session 1:** The Cycle of Life	**Session 1:** God Loves You	**Session 1:** Special People	**Session 1:** Being Safe	**Session 1:** Trinity House	**Session 1:** The Communities We Live In
		Session 2: Girls and Boys	**Session 2:** Feelings – Inside and Out			**Session 2:** Treat Others Well	**Session 2:** Good Secrets and Bad Secrets	**Session 2:** Who Is My Neighbour?	
		Session 3: Clean and Healthy	**Session 3:** Super Susie Gets Angry			**Session 3:** …and Say Sorry	**Session 3:** Physical Contact		
Lower Key Stage Two (Year 3 and Year 4)	**Story Sessions:** Designed for a Purpose (Kester's Adventures)	**Session 1:** We Don't Have To Be The Same	**Session 1:** What Am I Feeling?	**Session 1:** Life Cycles Yr4	**Story Sessions:** Jesus, My Friend	**Session 1:** Friends, Family and Others	**Session 1:** Sharing Online	**Session 1:** Trinity House	**Session 1:** How Do I Love Others?
		Session 2: Respecting Our Bodies	**Session 2:** What Am I Looking At?			**Session 2:** When Things Feel Bad	**Session 2:** Chatting Online		
		Session 3: What Is Puberty? Yr4	**Session 3:** I Am Thankful			**Session 3:** When Things Change	**Session 3:** Physical Contact	**Session 2:** What Is The Church?	
	Session 1: Sacraments	**Session 4:** Changing Bodies Yr4							
Upper Key Stage Two (Year 5 and Year 6)	**Story Sessions:** Made to Grow (Kester's Adventures)	**Session 1:** Gifts and Talents	**Session 1:** Body Image	**Session 1:** Making Babies (part 1)	**Session 1:** Is God Calling You?	**Session 1:** Under Pressure	**Session 1:** Sharing Online	**Session 1:** Trinity House	**Session 1:** Reaching Out
		Session 2: Girls Bodies	**Session 2:** Peculiar Feelings			**Session 2:** Do You Want A Piece Of Cake?	**Session 2:** Chatting Online		
		Session 3: Boys Bodies	**Session 3:** Emotional Changes	**Session 3:** Menstruation		**Session 3:** Self Talk	**Session 3:** Physical Contact	**Session 2:** Catholic Social Teaching	
		Session 4: Spots and Sleep	**Session 4:** Seeing Stuff Online						

Appendix 4: PSHRE Knowledge Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	***Created and Loved by God*** **Religious Understanding –** Handmade with Love *Created individually by God, created us to know, love and serve Him, giving thanks to God*	***Created to Love Others*** **Religious Understanding:** God Loves You *All part of Gods family, saying sorry, to love others.* **Personal Relationships:** Special People *Identify special people (parents, carers, friends) importance of nuclear and wider family, trusting special people*	***Created to Love Others*** **Personal Relationships:** Treats Others Well… *Impact of their behaviour, appropriate and inappropriate behaviour, what makes a good friend?* **Personal Relationships:** …And Say Sorry *Saying sorry, forgiveness, recognise when people are unkind to them and how to deal with this*	***Created to Love Others*** **Keeping Safe:** Being Safe *Understand safe and unsafe situations* **Keeping Safe:** Good Secrets and Bad Secrets *Resist pressure when feeling unsafe, speak to a trusted person* **Keeping Safe:** Physical Contact *Bodily privacy, trust, speaking to a trusted special person if they are troubled*	***Created to Live in Community*** **Religious Understanding:** Trinity House *God is love – Father, Son and Holy Spirit, called to be loved and love others* **Living in the Wider World:** Who is my Neighbour? *Community and to live in communion with each other*	
	Key concepts and ideas: Grateful, Faith, Personhood	**Key concepts and ideas:** Gratitude, Honesty, Attentive, Compassion, Courage, Loving, Serving, Courteous, Friendship, Forgiveness, Empathy	**Key concepts and ideas:** Loving, Kindness, Courteous, Friendship Empathy, Forgiveness	**Key concepts and ideas:** Respect, Honesty, Trust, Wisdom, Courage	**Key concepts and ideas:** Loving, Service, Responsibility, Compassion, Justice	
	Building on previous learning:	**Building on previous learning:**	**Building on previous learning:** Linking to Aut 2 – saying sorry	**Building on previous learning:** Linking in Special People from Aut 2 3 sessions build on the development of the same virtues.	**Building on previous learning:**	

Year 2	***Created and Loved by God*** **Religious Understanding –** Handmade with Love *Created individually by God, created us to know, love and serve Him, giving thanks to God* **Me, My Body, My Health:** I am Unique *Unique, individual gifts, talents and skills*	***Created and Loved by God*** **Me, My Body, My Health:** Girls and Boys (My Body) *Parts of our bodies and names, differences and similarities between girls and boys created by God* **Me, My Body, My Health:** Clean and Healthy (My Health) *Looking after our bodies, healthy lifestyles, sleep and personal hygiene*	***Created and Loved by God*** **Emotional Well Being:** Feelings, Likes and Dislikes *Trusting each other, different tastes, similar needs, describing feelings* **Emotional Well Being:** Feeling Inside Out *Feelings and actions, developing our character based on good actions*	***Created and Loved by God*** **Emotional Well Being:** Super Susie Gets Angry *Managing feelings and behaviour,consequences, asking for forgiveness and to forgive* **Life Cycles:** The Cycle of Life *Natural life stages from birth to death and what these are*	***Created to Live in Community*** **Religious Understanding:** Trinity House *God is love – Father, Son and Holy Spirit, called to be loved and love others* **Living in the Wider World:** The Communities We Live In *Belonging to various communities, helping at home, duty of care for others, our world*	
	Key concepts and ideas: Grateful, Faith, Personhood	**Key concepts and ideas:** Respect, Grateful, Temperance	**Key concepts and ideas:** Respect, Love, Compassion, Patience, Prudence	**Key concepts and ideas:** Respect, Loving, Attentive, Wisdom, Respect, Personhood, Curious	**Key concepts and ideas:** Loving, Service, Responsibility, Service, Justice, Fairness, Peace	
	Building on previous learning: Covered in Aut 1, Year 1 - consolidation	**Building on previous learning:**	**Building on previous learning:** The virtue of Respect is built upon from Aut 2. Feelings can be linked back to Aut 1, Year 1 and Year 2 – being created individually, developing gifts, talents and skills	**Building on previous learning:** Links back to Year 1, Spring 1 – Personal Relationships	**Building on previous learning:** Links to PSHE Aut 1– Care for Creation month	

Year 3	***Created and Loved by God*** **Religious Understanding –** Designed for a Purpose *Created individually by God, to love, our purpose (vocation)grow in human virtue, examination of conscience* **Religious Understanding –** The Sacraments *Baptism brings us closer to God, receiving Reconciliation we grow in good deeds (human virtue)*	***Created to Love Others*** **Religious Understanding:** Jesus, My Friend *Jesus' love embraces and guides us, forgiveness and Reconciliation in relationships, relationships take time to develop* **Personal Relationships:** Family, Friends and Others	***Created to Love Others*** **Personal Relationships:** When Things Feel Bad *Bullying, including Cyber Bullying, Harassment and exploitation in relationships and how to respond* **Personal Relationships:** When Things Change	***Created to Love Others*** **Keeping Safe:** Sharing Online *How to keep themselves and others safe, including online, how to report and get help from inappropriate material* **Keeping Safe:** Chatting Online Use technology safely, online behaviour **Keeping Safe:** Physical Contact *What physical contact is acceptable and unacceptable, the different people we can trust for help*	***Created to Live in Community*** **Religious Understanding:** Trinity House *God is love as shown through the trinity, the human family should reflect the Holy Trinity in charity and generosity* **Religious Understanding:** What is the Church? *Charity and generosity, church family comprises of home, school and parish*	
	Key concepts and ideas: Gratitude, Appreciative, Personhood, Thankful, Faith	**Key concepts and ideas:** Honesty, Loving, Caring, Appreciative, Gratitude	**Key concepts and ideas:** Resilience, Honesty, Friendship, Courage	**Key concepts and ideas:** Wisdom, Discerning, Respect, Honesty, Courage, Trusting	**Key concepts and ideas:** Love, Service, Responsibility, Compassion, Empathy, Justice, Fairness,	
	Building on previous learning:	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:** These three units build upon each other and repeat the themes of behaviour online.	**Building on previous learning:**	

Year 4	***Created and Loved by God*** **Religious Understanding –** Designed for a Purpose **Me, My Body, My Health:** We Don't Have to Be the Same *We are unique, difference and similarities should be celebrated, self confidence*	***Created and Loved by God*** **Me, My Body, My Health:** Respecting Our Bodies *Respect and look after our bodies as a gift from God* **Me, My Body, My Health:** What Is Puberty? *The term puberty, changes that take place to their bodies, puberty is God's plan for our bodies.*	***Created and Loved by God*** **Me, My Body, My Health:** Changing Bodies *Correct naming of genitalia, what changes happen during puberty* **Me, My Body, My Health:** Boy/Girl Discussion Groups *Follow up from previous session if children have questions to ask in single sex groups*	***Created and Loved by God*** **Emotional Well Being:** What Am I Feeling? *Emotions change as they grow, intensity of feelings, emotional wellbeing, positive actions, trusted people* **Emotional Well Being:** What Am I Looking At? *Recognise that media images do not always portray the truth*	***Created and Loved by God*** **Emotional Well Being:** I Am Thankful *Some behaviour is wrong, unacceptable, unhealthy and risky, thankfulness builds resilience* **Life Cycles:** Life Cycles *Handmade by God, with the help of their parents, how a baby grows and develops in their mother's womb, conception, life in the womb*	***Created to Live in Community*** **Religious Understanding:** Trinity House *The human family is to respect the Holy Trinity in mutual charity and generosity* **Living in the Wider World:** How Do I Love Others?
	Key concepts and ideas: Respect, Appreciative, Reverent	**Key concepts and ideas:** Respect, Appreciative, Reverent, Temperance	**Key concepts and ideas:** Respect, Appreciative, Reverent	**Key concepts and ideas:** Respect, Patient, Loving, Caring, Friendship, Appreciative, Gratitude, Truthful, Wisdom, Discerning	**Key concepts and ideas:** Gratitude, Wisdom, Intentional, Respectful, Appreciative, Personhood	**Key concepts and ideas:** Love, Service, Responsibility
	Building on previous learning:	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**

Year 5	***Created and Loved by God*** **Religious Understanding –** Made to Grow *Becoming an adult is a natural phase of life, puberty brings change, we are made to love and be loved*	***Created to Love Others*** **Religious Understanding:** Is God Calling You? *God calls us to love each other, incorporate prayer into our daily life* **Personal Relationships:** Under Pressure *Pressure comes in different forms, strategies to resist pressure*	***Created to Love Others*** **Personal Relationships:** Do You Want a Piece of Cake? Consent and bodily autonomy, rights to say no **Personal Relationships:** Self-Talk *Thoughts and feelings impact our actions, approach to personal friendships and relationships*	***Created to Love Others*** **Keeping Safe:** Sharing Online *Responsibility for being online, use tech safely, report inappropriate content* **Keeping Safe:** Chatting Online *Cyberbullying – dealing with, reporting, keeping safe* **Keeping Safe:** Physical Contact *What physical contact is acceptable, different people to trust for help*	***Created to Live in Community*** **Religious Understanding:** Trinity House **Religious Understanding:** Catholic Social Teaching	
	Key concepts and ideas: Gratitude, Loving, Appreciative, Personhood	**Key concepts and ideas:** Loving, Courteous, Friendship, Empathy, Attentive, Forgiveness	**Key concepts and ideas:** Loving, Empathy, Attentive	**Key concepts and ideas:** Respect, Honesty, Wisdom, Courage, Trusting	**Key concepts and ideas:**	**Key concepts and ideas:**
	Building on previous learning:	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**

Year 6	***Created and Loved by God*** **Me, My Body, My Health:** Gifts and Talents *Growth and maturity, creating community, self confidence* **Me, My Body, My Health:** Girls Bodies *Humans are different to other animals, unique growth and development, respect their bodies, modesty and boundaries*	***Created and Loved by God*** **Me, My Body, My Health:** Boys Bodies *Humans are different to other animals, unique growth and development, respect their bodies, modesty and boundaries* **Me, My Body, My Health:** Spots and Sleep *Good choices have an impact on health, avoid use of electronics*	***Created and Loved by God*** **Emotional Wellbeing:** Body Image *Images on media do not always reflect reality, affects feelings and self-worth, thankfulness builds resilience* **Emotional Wellbeing:** Peculiar Feelings *Intensity of feelings, some behaviour is wrong, unacceptable, unhealthy or risky*	***Created and Loved by God*** **Emotional Well Being:** Emotional Changes *Emotions change as they grow up, intensity of feelings, emotional well being* **Emotional Well Being:** Seeing Stuff Online *Harmful and harmless videos and images, impact of these, combat and deal with seeing harmful information*	***Created and Loved by God*** **Life Cycles:** Making Babies *How a baby grows and develops in the mother's womb* **Life Cycles:** Menstruation The nature and role of menstruation in the fertility cycle, managing the onset of menstruation	***Created to Live in Community*** **Religious Understanding:** Trinity House **Living in the Wider World:** Reaching Out
	Key concepts and ideas: Respectful, Appreciative, Reverent, Curious	**Key concepts and ideas:** Respectful, Appreciative, Reverent, Curious	**Key concepts and ideas:** Gratitude, Respect, Friendship, Loving, Caring, Compassion, Wisdom	**Key concepts and ideas:** Respect, Friendship, Loving, Caring, Self-Control, Temperance	**Key concepts and ideas:** Curious, Respectful, Appreciative, Personhood, Wisdom	**Key concepts and ideas:**
	Building on previous learning:	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**	**Building on previous learning:**