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Year A	
Nursery	
Autumn 1 **Ten Ten** **Module 1: Created and Loved by God** **VOCABULARY CHECK IN** **SCARF** **Me and My Relationships** **VOCABULARY CHECK OUT**	**UNIT 1: Religious Understanding** **SESSION 1: Handmade with Love** • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God! • All children will be able to describe aspects of the creation story (with prompts). • Most children will be able to recall the story of creation, and what it teaches us about how we are created by God. • Some children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love. **Marvellous Me!** • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them
Autumn 2 **VOCABULARY CHECK IN** **SCARF** **Valuing Differences**	**Me and My friends** • Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature **Friends and Family** • Understand that having differences between us is a good thing

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VOCABULARY CHECK OUT **Ten Ten** **Module 2: Created to Love Others**	• Notice and talk about differences in nature • Recognise the differences within and amongst families **UNIT 1: Religious Understanding** **SESSION 1: Role Model** • We are part of God's family • Jesus cared for others and wanted them to live good lives like Him • We should love other people in the same way God loves us • All children will know that God loves us. • Most children will be able to describe ways in which we can love others. • Some children will show a personal understanding of what it means to belong to God's family and be inspired by Jesus to love others.
VOCABULARY CHECK IN **Spring 1** **SCARF** **Rights and Respect**	**Looking after myself** • Talk about how healthy food and keeping clean can help our bodies • Understand the importance of cleaning their teeth • Name some healthy foods • Try new experiences **Looking after others** • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends **Looking after my environment**

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VOCABULARY CHECK OUT **VOCABULARY CHECK IN (NEW TOPIC)** **Being my best** **VOCABULARY CHECK OUT**	• Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world **What does my body need?** • Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Understand the importance of looking after their teeth. • Make healthy choices independently, in their home or education setting **I can keep trying** • Explain how people might feel if they find something hard • Suggest ways to encourage others to keep going • Have a go at challenging themselves **I can do it!** • Develop skills in planning, reviewing applying a trial and error approach • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone • Communicate with others by sharing with and listening to each other's ideas
Spring 2 **Ten Ten** **Module 2: Created to Love Others**	**UNIT 4: Keeping Safe** **SESSION 1: Safe Inside and Out** • About safe and unsafe situations outdoors and indoors. • That they can ask for help from their special people. • All children will recognise some safe and unsafe situations, inside and out. • Most children will be able to articulate ways in which we can keep ourselves safe, inside and out.

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	• Some children will demonstrate a greater understanding of our minds and bodies as precious gifts from God that we should keep safe. **SESSION 2: My Body, My Rules** • That they are entitled to bodily privacy • That they can and should be open with 'special people' they trust if anything troubles them • That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest • All children will know that privates are private, and that they should talk to their special people about anything that worries them. • Most children will have a basic understanding about the things that contribute to us feeling safe, such as particular people and rules/boundaries. • Some children will demonstrate a deeper understanding about what behaviours are acceptable/unacceptable and will demonstrate cognisance about what makes them feel better when they are worried. **SESSION 3: Feeling Poorly** • Medicines should only be taken when a parent or doctor gives them to us. • Medicines are not sweets. • We should always try to look after our bodies, because God created them and gifted them to us. • All children will understand that medicines are drugs, and should only be taken when a parent or doctor gives them to us. • Most children will understand about the different forms that medicines come in, and that if we take medicines when we don't need them, or if we take too much, then we can harm our bodies. • Some children will demonstrate a deeper understanding that because God created and gifted us our bodies, we should try to look after them. **SESSION 4: People who help us** • There are lots of people who do jobs to help us • That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade • Paramedics help us in a medical emergency

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	• First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance. • All children will have a basic understanding of the different jobs people do which help us. • Most children will have an understanding of the different types of emergency services, how to call them, and that they should only be called in a true emergency. • Some children will demonstrate a greater understanding about the difference between emergency/non-emergency situations, particularly as related to First Aid.
VOCABULARY CHECK IN **Summer 1** **SCARF** **Growing and Changing** **VOCABULARY CHECK OUT**	**Growing and Changing in Nature** • Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal **When I was a baby** • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Name private parts of the body **Girls, boys and families** • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like
Summer 2 **Ten Ten** **Module 3: Created to live in community**	**UNIT 1: Religious Understanding** **SESSION 1: God is Love** • That God is love: Father, Son and Holy Spirit • That being made in His image means being called to be loved and to love others • All children will gain a basic understanding that God is three-in-one, and we call this the Holy Trinity of God. • Most children will understand that being made in God's image means being called to love others, and will be able to come up with practical examples of what this can look like.

	• Some children will demonstrate a deeper sense of personal conviction to love others, rising from their knowledge of God's love for them. **UNIT 2: Living in the Wider World** **SESSION 1: Me, You, Us** • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live • All children will understand that they belong to various communities. • Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet. • Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live. **SESSION 2: When I Grow Up** • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • All children will be able to describe some jobs that people. • Most children will be able to explain what a job is and know that we can use our gifts and strengths in our work. • Some children will understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us. **SESSION 3: 'Money Doesn't Grow on Trees'** • That money helps us buy things.

	• That wants and needs are different. • That God's love and the love we share with others is freely given and our most important need. • All children will be able to recognise money and know it helps us to buy things. • Most children will be able to understand that money helps us to buy things, but that we don't always need the things that we want. • Some children will begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy
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Autumn 1 **Ten Ten** **Module 1: Created and Loved by God** **VOCABULARY CHECK IN SCARF** **Me and My Relationships**	**Recap from start of Nursery topic / new for new starters:** **UNIT 1: Religious Understanding** **SESSION 1: Handmade with Love** • We are created individually by God as part of His creation plan • We are all God's children and are special • Our bodies were created by God and are good • We can give thanks to God! • All children will be able to describe aspects of the creation story (with prompts). • Children will be able to recall the story of creation, and what it teaches us about how we are created by God. • Children will insightfully contribute to class discussion times and demonstrate a personal understanding of how we were created by God out of love and for love. **All About Me** • Talk about their own interests. • Talk about their families.

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VOCABULARY CHECK OUT	• Talk about how they are the same or different to others. **What makes me special** • Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond. **Me and my special people** • Talk about the important people in their lives. • Understand that we have different special people. • Name key people outside of families that care for them. **Who can help me?** • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. **My feelings** • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. **My feelings 2** • Identify events that can make a person feel sad. • Identify how someone might look if they are feeling sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad.
Autumn 2 **VOCABULARY CHECK IN** **SCARF** **Valuing Differences**	**I'm special, you're special** • Describe their own positive attributes. • Share their likes and dislikes.

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VOCABULARY CHECK OUT	• Listen to and respect the ideas of others. **Same and different** • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Say something kind about someone else, and themselves. **Same and different families** • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others. **Same and different homes** • Recognise the similarities and differences between their home and those of others • Talk about what makes their home feel special and safe. • Be sensitive towards others. **I am caring** • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. **I am a friend** • Show friendly behaviour towards a peer. • Build relationships with others.
Spring 1 **Ten Ten** **Module 1: Created and Loved by God**	**UNIT 2: Me, My Body and My Health** **SESSION 1: I am Me** • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! • All children will have a basic understanding of what similarities and differences are.

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VOCABULARY CHECK IN SCARF **Being My Best**	• Most children will understand that our gifts, talents and skills contribute to our uniqueness. • Some children will demonstrate a deeper level of understanding about how the most important thing that makes us special is that we are God's children who He loves. **SESSION 2: Heads, Shoulders, Knees and Toes** • That their bodies are good and made by God. • The names of the parts of the body (not genitalia) • All children will explore a range of physical movements they can make with their bodies. • Most children will develop vocabulary to describe a range of different movements. • Some children will, with less prompting, be able to recall movement words, describe other things their bodies can do, and name parts of the body. **SESSION 3: Ready Teddy?** • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene. • All children will understand the concept of being 'ready' for different things. • Most children will understand and be able to articulate different ways they can look after their bodies, including diet, exercise, sleep and keeping clean. • Some children will demonstrate a deeper level of understanding about why we must look after our bodies – because they are wonderful gifts from God!

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VOCABULARY CHECK OUT	**Bouncing back when things go wrong** • Share an experience where they haven't achieved their goal • Develop their confidence and resilience towards having a growth mindset; • Name a strategy to overcome a hurdle. **Healthy Eating** • Name and choose healthy foods and drink; • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation); • Understand that sugary foods can cause tooth decay. • Explain the jobs of different food groups. **My Healthy Mind** • Identify the 5 ways to support their wellbeing. • Name some activities or ideas to promote positive mental health. • Reflect on their mental health and how they can protect it.
VOCABULARY CHECK IN **Spring 2** **SCARF** **Keeping Safe**	**What's safe to go onto my body?** • Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. **Keeping Myself Safe - What's safe to go into my body (including medicines)** • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). **Safe indoors and outdoors** • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others.

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VOCABULARY CHECK OUT	**Listening to my feelings** • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent. **Keeping Safe Online** • Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.) • What to do and who to talk to if they feel unsafe online. • Think about the healthy amount of time to spend on devices. **People who help to keep me safe** • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment.
VOCABULARY CHECK IN **Summer 1** **SCARF** **Growing and Changing**	**Seasons** • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. **Life stages - plants, animals, humans** • To understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. **Life Stages: Human life stage - who will I be?** • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age.

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VOCABULARY CHECK OUT	• Talk about marriage and civil partnerships – what they are and why people might choose them. • Talk about their own experience of growing up. **Where do babies come from?** • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. • Talk about similarities and differences between themselves and others. **Getting bigger** • Talk about how they have changed as they have grown. • Explain the differences between babies, children, and adults. • Understand that we are all unique. **Me and my body – Girls and Boys** • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe.
Summer 2 **Ten Ten** **Module 3: Created to Live in Community**	**Unit 2 – Living in the Wider World** **SESSION 1- Me, You, Us** • That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community • That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. • That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) • About what harms and what improves the world in which they live • All children will understand that they belong to various communities. • Most children will understand that, as part of their communities, they have a responsibility to look after other people and the planet. • Some children will demonstrate excitement about the responsibilities they have/will have in the future, and a more nuanced appreciation of what harms and improves the world in which they live.

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VOCABULARY CHECK IN **SCARF** **Rights and Respect**	**SESSION 2 – When I grow up…** • About some different types of jobs • That having a job can help us to look after each other and the world • That God has given us all strengths, gifts and talents to do His work • About strengths and interests needed to do different jobs • All children will be able to describe some jobs that people. • Most children will be able to explain what a job is and know that we can use our gifts and strengths in our work. • Some children will understand that jobs contribute to our well-being and that of the community, and that work is part of God's plan for us. **SESSION 3 – Money doesn't grow on trees** • That money helps us buy things. • That wants and needs are different. • That God's love and the love we share with others is freely given and our most important need. • All children will be able to recognise money and know it helps us to buy things. • Most children will be able to understand that money helps us to buy things, but that we don't always need the things that we want. • Some children will begin to understand the value of needs and wants and be able to explain that God's love and the love of our family and friends is more valuable than anything we can buy. **Looking after my special people** • Name the special people in their lives. • Understand that our special people can be different to those of others. **Looking after my friends** • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify safe/unsafe behaviours from others, and know who to go to for help.

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VOCABULARY CHECK OUT	**Being helpful at home and caring for our classroom** • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. **Caring for our World** • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for. **Looking after money – recognising/spending/saving money – keep it safe** • Recognise coins and other items relating to money. • Identify the uses of money; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things; • Think about the risks related to online gaming. • Talk about why it's important to keep money safe; • Identify ways to save money; • Talk about why we save money; • Begin to understand that money can be kept safely in a bank as digital money; • Recognise that adults can use devices like phones to pay for things.
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Autumn 1 **TEN TEN** **Module 1: Created and Loved By God** **VOCABULARY CHECK IN SCARF** **Taken from structured plans for YEAR 1** **Me and My Relationships**	**Unit 1: Religious Understanding** **SESSION 1: Let the Children Come** • We are created individually by God • God wants us to talk to Him often through the day and treat Him as our best friend • God has created us, His children, to know, love and serve Him • We are created as a unity of body, mind and spirit: who we are matters and what we do matters • We can give thanks to God in different ways • All children will know that they are created and loved by God. • Most children will know that this means they are uniquely created individuals who Jesus wants to be friends with. • Some children will demonstrate an understanding of personal faith and articulate how this makes them feel. **Why we have classroom rules** • Explain why classroom rules are important for helping everyone learn and stay safe; • Identify ways to show kindness, politeness and respect to others; • Suggest some classroom rules and describe how they help people in the classroom. **How are you listening?** • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. **Thinking about feelings** • Recognise how others might be feeling by reading body language and facial expressions; • Explain how emotions can cause physical reactions in the body (e.g. butterflies in the tummy); • Identify people who can help them with their feelings. **Our Feelings**

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VOCABULARY CHECK OUT	• Identify a range of feelings; • Identify how feelings might make us behave; • Suggest ways to help when someone has uncomfortable feelings **Feelings and Bodies** • Recognise that people's bodies and feelings can be hurt; • Suggest ways to help when someone feels hurt, either in their body or their feelings; • Identify safe adults they can ask for help. **Good Friends** • Identify simple qualities of friendship; • Suggest simple strategies for making up; • Identify adults who can help if a friendship is making them feel worried or upset.
Autumn 2 **TEN TEN** **Module 1: Created and Loved By God**	**Unit 3: Emotional Wellbeing** **SESSION 1: Feelings, Likes and Dislikes** • That it is natural for us to relate to and trust one another • That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) • A language to describe our feelings • All children will have a basic understanding of their own feelings, likes and dislikes. • Most children will show respect for the likes/dislikes of others, and understand that people might experience feelings differently. • Some children will demonstrate high emotional awareness through confident discussion of feelings, likes, dislikes and the needs of themselves and others. **SESSION 2: Feeling Inside Out** • Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character • All children will understand that feelings and actions are two different things.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 1** **Valuing Differences**	• Most children will understand what it means to have choice over their actions, in spite of their feelings. • Some children will demonstrate a nuanced understanding of the range of intensity with which feelings can be experienced and share personal examples of times when they have chosen to act differently to how they felt. **SESSION 3: Super Susie Gets Angry** • Simple strategies for managing feelings and maintaining good behaviour • That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes • That Jesus died on the cross so that we would be forgiven • All children will understand that choices have consequences. • Most children will be able to describe some simple strategies for managing feelings and maintaining good behaviour, including a basic understanding of the concept of forgiveness. • Some children will demonstrate empathy when discussing the feelings/actions of others and have a deeper level of understanding about how we can forgive others because God forgives us. **Same or Different?** • Recognise what makes them unique and special; • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. **Unkindness, Teasing or Bullying?** • Explain what friendship is and what makes a good friend; • Explain the difference between unkindness, teasing and bullying; • Recognise that bullying can happen online and how this might look; • Recognise the importance of telling a safe adult if someone is being unkind to them or others.

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VOCABULARY CHECK OUT	**It's Not Fair!** • Recognise that people are the same in some ways and different in others; • Recognise and explain what is fair and unfair, kind and unkind; • Recognise that repeated unkind behaviour is called bullying; • Suggest ways they can show kindness to others. **Our Special People Balloons** • Recognise that they belong to various groups and communities such as their family, school, church or clubs; • Recognise that families can be different and that all families are special; • Identify special people in their lives and describe ways that these people care for, support and help them.
Spring 1 **TEN TEN** **Module 2: Created to Love Others**	**Unit 2: Personal Relationships** **SESSION 1: Special People** • To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special • The importance of nuclear and wider family • The importance of being close to and trusting special people and telling them if something is troubling them • All children will understand the concept of 'special people' and identify their own. • Most children will understand that their 'special people' are special to them in different ways, and be able to identify who they would go to if something was troubling them. • Some children will demonstrate deep emotional understanding of their own and Super Susie's 'special people', and confidently articulate what makes each of them so special. **SESSION 2: Treat Others Well**

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 1** **Growing and Changing**	• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour • The characteristics of positive and negative relationships • About different types of teasing, and that all bullying is wrong and unacceptable • All children will gain a basic understanding of what is appropriate and inappropriate behaviour. • Most children will be able to describe and strive to practise the qualities of being a good friend. • Some children will show a more nuanced understanding of good/bad relationships (friendships) and how this relates to teasing and bullying. **SESSION 3: …and Say Sorry** • To recognise when they have been unkind and say sorry • To recognise when people are being unkind to them and others and how to respond • That when we are unkind to others, we hurt God also and should say sorry to Him as well • That we should forgive like Jesus forgives • All children will understand the importance of saying sorry and seeking forgiveness to mend friendships. • Most children will understand that when we are unkind to others, we hurt God too and so should say sorry to Him; and be able to identify times when they have been unkind. • Some children will demonstrate further self-awareness about their own treatment of others and how they should forgive like Jesus forgives us. **Healthy Me** • Explain that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle; • Explore how screen use can make us feel and learn how to make healthy and informed choices. **Then and Now** • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages;

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VOCABULARY CHECK OUT	• Recognise that adults who help us might be our safe adults, and that these may be adults at home in our family or at school. **Surprises and Secrets** • Notice and name a range of feelings in themselves and others; • Explain the difference between a secret and a nice surprise, and the importance of not keeping secrets (only happy surprises); • Explain the PANTS rule, and recognise that everyone's body belongs to them; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Spring 2 **TEN TEN** **Module 2: Created to Love Others**	**Unit 3: Life Online** **SESSION 1: Real Life Online** • That the internet connects us to others and helps us in lots of ways. • Our feelings matter – both online and offline. • That Jesus cares about our feelings and gives us peace. • All children will understand what the internet is and be able to describe ways in which they like to use it. • Most children will understand and be able to describe feelings which might arise on and offline. • Some children will understand that our online activity is also 'real life', and have a growing understanding of how this means we should behave online. **SESSION 2: Rules to Help Us** • Understand safe and unsafe situations, including online. • Ask for adult help with anything that worries them or makes them feel unsafe • All children will understand that they should ask an adult about anything they encounter online that they are not sure about, or which makes them feel worried or unsafe.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 1** **Keeping Safe**	• Most children will understand that the internet can be used safely if we know some rules to keep us safe. • Some children will demonstrate prior knowledge about how to stay safe online, and have a sense of the peace that God gives to us. **Super Sleep** • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify what they can do at bedtime that help them relax and sleep better; • Identify how screen use can make us feel and learn how to make healthy and informed choices. **Who Can Help?** • Notice and name a range of feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe; • Recognise how kind behaviour can help others feel happy and safe; • Recognise the importance of telling someone if something about their family makes them unhappy or worried. **Sharing Pictures** • Recognise the importance of keeping some information private online; • Name a safe adult they can talk to and ask for help; • Recognise that sometimes people may behave differently online, including by pretending to be someone they are not; • Describe the role of the internet in everyday life. **What could Harold Do?** • Recognise that medicines can help us stay healthy and feel better when we are ill; • Identify things at home, including medicines, that could be harmful if not used safely;

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VOCABULARY CHECK OUT	• Recognise that things we put in or on our bodies can affect how we feel. **Harold loses Geoffrey** • Notice and name a range of feelings that are associated with loss; • Identify and name feelings they may have when they find something they thought was lost; • Recognise how the whole body can show feelings and emotions.
Summer 1 **TEN TEN** **Module 3: Created to Live in Community** **VOCABULARY CHECK IN** **SCARF**	**Unit 1: Religious Understanding** **SESSION 1: Three In One** • God is love: Father, Son and Holy Spirit • Being made in His image means being called to be loved and to love others • All children will understand that God loves us and wants us to love others. • Most children will understand that God is three in one: Father, Son and Holy Spirit. • Some children will demonstrate a more nuanced understanding of the Holy Trinity and what it means for us to be made in God's image: to love and be loved. **SESSION 2: Who is my Neighbour?** • To know what a community is, and that God calls us to live in community with one another • A scripture illustrating the importance of living in community as a consequence of this • Jesus' teaching on neighbours • All children will understand that everyone is our neighbour. • Most children will understand that Jesus calls us to love our neighbour even if we've never met them/don't like them. • Some children will demonstrate a more nuanced understanding of the Holy Trinity as a community of love, and how being made in God's image means we are made to live in community too. **Eat Well** • Recognise that they may have different tastes in food to others; • Select foods from the **Eatwell Guide** (formerly Eatwell Plate) in order to make a healthy lunch;

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Taken from structured plans for YEAR 1 **Being My Best** **VOCABULARY CHECK OUT**	• Recognise which foods we need to eat more of and which we need to eat less of to be healthy. **Harold's Wash and Brush Up** • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order; • Explain why sleep and good bedtime routines are important. **Harold Learns to Ride His Bike** • Talk about how practice and resilience can help us learn new things; • Identify feelings they may have when learning something new; • Recognise the importance of celebrating achievements. **Pass on the Praise** • Identify ways they can support and encourage other people; • Recognise how support and encouragement can affect our feelings; • Work together and help others as part of a team.
Summer 2 **VOCABULARY CHECK IN** **SCARF** Taken from structured plans for YEAR 1 **Rights and Respect**	**Harold Has a Bad Day** • Understand that they can make a difference; • Identify ways to care for their home, school and special people; • Understand how they can make an impact on the natural world; • Recognise similarities and differences between themselves and others; • Develop skills for building relationships with friends. **Around and About the School** • Recognise who cares for and looks after the school environment;

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VOCABULARY CHECK OUT	• Explain what makes them unique and identify ways they are similar to and different from others; • Recognise their own likes, dislikes and needs, and understand that other people may have different preferences and needs; • Follow basic safety rules in different situations and think about why they are important for keeping people safe. **Taking Care of Something** • Recognise what makes them unique and identify ways they are similar to and different from others; • Demonstrate different ways of showing politeness and respect; • Explain why rules are important and follow basic safety rules in different situations. **Harold's Money** • Explain what money is, where it comes from and how it is used; • Identify different ways to keep money safe, including saving money in an account; • Describe different ways to pay for things and explain how money can be saved or spent; • Describe the difference between needs and wants and recognise that people make different choices about spending and saving money. **How Should We Look After Our Money?** • Identify what money is, how people get money and what it is used for; • Describe ways to look after money, including keeping it in an account; • Explain that money can be saved or spent, and that people make different choices about saving and spending; • Explain the difference between needs and wants and recognise that people cannot always have everything they want. **Basic First Aid** • Identify when someone might need first aid and who can help in an emergency;

	• Describe simple first aid actions that can help keep people safe; • Know how to help safely in an emergency.
LKS2	
Autumn 1 **TEN TEN** **Module 1: Created and Loved By God**	**Unit 1: Religious Understanding** **SESSION 1: Get Up!** • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God • All children will understand that they are created by God who loves them. • Most children will understand that God designed them with a purpose: to be loved, to love and to make a difference. • Some children will demonstrate a more nuanced understanding of the Gospel and a clear sense of their personal journey of faith. **SESSION 2: The Sacraments** • In Baptism God makes us His adopted children and 'receivers' of His love • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience. • Receiving the Sacraments helps them to develop healthy relationships with others • All children will have a basic understanding of the Sacraments of Baptism and Reconciliation, and how they make the invisible visible.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 3** **Being My Best**	• Most children will understand the importance of saying sorry and seeking forgiveness in relationships with others and God. • Some children will demonstrate a more nuanced understanding of their God-given purpose and how the Sacraments can help them to develop healthy relationships with others. **Derek cooks dinner! (healthy eating)** • Identify the main food groups and explain why our bodies need a variety of foods; • Make healthy choices when planning a balanced meal; • Recognise that enjoying a variety of foods can help us stay healthy and feel good. **Poorly Harold** • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness. **Body team work** • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Explain why it is important to make healthy choices with what we decide to put into our body; • Describe how food, water and air get into the body and blood. **For or against?** • Identify different choices that can affect our health and wellbeing; • Explore different viewpoints about health-related issues; • Express my own opinions and support them with reasons; • Discuss, empathise and disagree with others in a respectful way. **I am fantastic!** • List their strengths, achievements and areas where they can improve; • Explain how practice, effort and support can help people achieve their goals; • Recognise that people shown in the media do not always represent everyone in society;

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VOCABULARY CHECK OUT	• Appreciate that messages from others and the media can influence how people see themselves. **Top talents** • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Autumn 2 **TEN TEN** **Module 1: Created and loved by God**	**Unit 3: Emotional Wellbeing** **SESSION 1: What am I feeling? (Version 1)** • About the range and intensity of their feelings and that 'feelings' are not good guides for action • That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act • What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being • All children will learn that we each experience a range of feelings, but these are not always good guides for action. • Most children will understand the concept of 'emotional well-being' and how we can take positive actions to enhance this. • Some children will demonstrate a clearer understanding that feelings are neither good nor bad, but information about what we are experiencing that help us consider how to act. **SESSION 2: What am I looking at?** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • That God made us and loves us as we are. • All children will understand what is meant by 'the media'. • Most children will understand that images in the media do not always reflect reality and can affect how people feel about themselves.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 3** **Me and my relationships**	• Some children will demonstrate a deeper emotional awareness of the impact the media/social media can have on thoughts, feelings and choices, and how knowing we are made and loved by God can help us withstand this pressure. **SESSION 3: I am thankful** • Some behaviour is wrong, unacceptable, unhealthy and/or risky. • Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media • All children will learn that some behaviour is wrong, unacceptable, unhealthy and/or risky. • Most children will understand that feelings are not always good guides for action, and that resilience helps us to consider our feelings within a wider context in order to make good choices and choose thankfulness. • Some children will demonstrate deeper emotional understanding when discussing the feelings of themselves and others. **As a rule** • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules. **Looking after our special people** • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people; • Explain when, why, and how to seek help for their own or others' feelings. **How can we solve this problem?** • Demonstrate how to express their own needs and feelings clearly; • Respond respectfully to the needs and boundaries of others; • Suggest ways to resolve differences and conflicts positively. **Friends are special** • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.

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VOCABULARY CHECK OUT	**Dan's Dare** • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Spring 1 **TEN TEN** **Module 2: Created to love others**	**UNIT 2: Personal Relationships** **SESSION 1: Family, Friends and Others…** • Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong • That there are different types of relationships including those between acquaintances, friends, family and relatives • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other • The difference between a group of friends and a 'clique' • All children will learn that there are different types of relationships, including family, friends and others. • Most children will be able to describe some qualities of friendship and strategies to use when relationships go wrong. • Some children will demonstrate a more nuanced understanding of relationships, including the complexity of feelings involved when relationships are difficult or cliques develop. **SESSION 3: Balancing Needs** • Understand that everyone's needs matter in a healthy relationship. • Know how to set and respect boundaries with friends, family, peers, and adults. • Practise sharing feelings and needs in a calm, kind, and confident way. • Recognise when a relationship feels uncomfortable or unhappy, and know how to ask for help.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 3** **Growing and Changing** **VOCABULARY CHECK OUT**	**Relationship tree** • Identify different types of relationships and the qualities of a healthy relationship; • Recognise who they have positive healthy relationships with; • Explain how to communicate positively and safely in relationships, including online; • Explore what is meant by trust and identify safe adults. **None of your business!** • Recognise safe behaviour online and offline, including that people online may not always be who they say they are; • Identify personal information, make safe choices about what to share, including asking permission before sharing images or information; • Recognise that once something is posted online it is very hard to remove or delete it; • Recognise signs that something feels unsafe and seek help from a safe adult. **Secret or surprise?** • Recognise uncomfortable feelings and the physical impact they might have on the body; • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe. **Basic first aid** • Explain why first aid is important and when it might be needed; • Develop basic first aid skills.
Spring 2 **TEN TEN** **Module 2: Created to love others**	**UNIT 3: Life Online** **SESSION 1: Sharing online** • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely.

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VOCABULARY CHECK IN **SCARF** **Taken from structured plans for YEAR 3** **Keeping Safe**	• That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. • All children will learn how to use technology safely, what is good and not good to share online and understand how they can stay safe and get help from a trusted adult. • Most children will learn how quickly things can be shared online and steps they can take to keep themselves and others safe. • Some children will be able to articulate their responsibility to keep themselves safe online, understand the impact of cyberbullying and know how to report inappropriate content. **SESSION 2: Chatting online** • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others • How to report and get help if they encounter inappropriate materials or messages • All children will learn some ways to use technology safely, discover that bad language and bad behaviour online is inappropriate, and how to ask for help from a trusted adult. • Most children will learn how to recognise some danger signs of inappropriate online behaviour and the steps they can take to keep themselves and others safe online. • Some children will demonstrate prior knowledge about how to keep themselves safe online, be able to articulate danger signs and know how to report and deal with inappropriate messages and content. **Safe of unsafe?** • Identify situations which are safe or unsafe; • Recall that a safe adult is someone they can talk to and who makes them feel happy, safe and cared for; • Recognise it is important to have appropriate boundaries and to respect other people's boundaries; • Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road). **Danger or risk?**

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VOCABULARY CHECK OUT	• Describe the meanings of the words danger and risk and explain the difference between the two; • Recognise the feelings associated with risks and danger and think about ways to manage the situation; • Identify ways for keeping safe in the local environment or unfamiliar places. **The Risk robot** • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks; • Identify a safe adult they can talk to for support and advice; • Suggest strategies for keeping safe in the local environment or unfamiliar places. **Super Searcher** • Recognise potential risks associated with searching online; • Give examples of strategies for safe searching online; • Think about screen usage and understand that online gaming can be addictive; • Suggest how to assess the reliability of sources of information online. **Alcohol and cigarettes: the facts** • Identify basic facts about alcohol and cigarettes and the effects they can have on the body; • Recall that most people choose not to smoke cigarettes or vapes; (Social Norms message) • Explain why alcohol and cigarettes are not suitable for children and why there are laws about their sale and use.
Summer 1 **TEN TEN** **Module 3: Created to live in community**	**UNIT 1: Religious Understanding** **SESSION 1: A community of love** • God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. • The human family reflects the Holy Trinity in mutual charity and generosity. • We are made in the image of God, which means we are made to love God and others, and be loved by God and others.

PSHE/RHE

VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 3** **Rights and Respect**	• All children will learn that the Holy Trinity is a community of love, and that the human family goes some way to helping us understand this. • Most children will understand that being made in the image of God means we are made to love God and others, and be loved by God and others. • Some children will seek to understand the mystery of the Holy Trinity at a deeper level, and will demonstrate personal faith and self-awareness when considering what being made in the image of God means for how they should live. **SESSION 2: What is the Church?** • The human family reflects the Holy Trinity in charity and generosity • The Church family comprises of home, school and parish (which is part of the diocese) • All children will understand that the Church is not a building, but all the people around the world who believe in Jesus. • Most children will understand that we the Church are called to love others as God loves us, and will be able to come up with some practical examples of how they can do this. • Some children will demonstrate a deeper personal conviction of and excitement for their own role within the Church. **Helping each other to stay safe** • Explain how everyone can help care for and respect the school environment; • Recognise their own unique qualities, identify similarities and differences between people; • Express their own likes, dislikes and needs respectfully while valuing the views and needs of others; • Identify healthy habits and make informed choices about money, including needs and wants, saving and spending. **Recount task** • Describe their own identity, recognise diversity and show respect for others; • Identify a range of emotions and explain how feelings can influence behaviour; • Use strategies to manage strong emotions and communicate their needs and boundaries respectfully;

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	• Think critically about media and online content and communicate safely and respectfully online. **Our helpful volunteers** • Recognise what makes people unique and explain why everyone should be treated with respect; • Identify everyday habits that support healthy lifestyles and wellbeing; • Describe a range of jobs and challenge stereotypes about who can do them; • Explain that people earn money in different ways and may choose to work or volunteer for different reasons. **Can Harold afford it?** • Identify and manage risks associated with online gaming, including scams, in-game purchases and their impact on wellbeing and finances; • Explain how attitudes, needs, wants and priorities can influence saving and spending decisions; • Describe how money choices can affect other people, communities and the environment; • Use different methods to track money and explain how to keep money safe at home, when out and about, and in a bank account. **Earning money** • Explain how money can affect emotions and wellbeing and identify sources of support for money-related concerns; • Describe a range of jobs and careers, recognising that people may change roles throughout their working lives; • Explore how interests, strengths, values, aspirations and stereotypes can influence career choices; • Explain how pay, volunteering and changes in society, technology and the environment can influence future career pathways. **Harol's environment project** • Explain the shared responsibility to care for and show respect; kindness and concern for other people and living things; • Describe how different experiences, diversity and respect are important; • Demonstrate self-respect and show respect for the rights, feelings and beliefs of others;

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VOCABULARY CHECK OUT	• Identify how healthy lifestyle choices, positive relationships and community participation support health and wellbeing.
Summer 2 **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 3** **Valuing Differences**	**Respect and challenge** • Recognise that people have different needs, interests and opinions; • Identify attentive listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. **Family and friends** • Recognise and respect that there are many different types of families, including adoption, fostering, and same-sex parent families; • Explain what stereotypes are and why they can be unfair or harmful; • Recognise that all families should provide love, care and safety; • Identify when and how to seek help from a safe adult if something about family life causes worry, upset, or feels unsafe. **My community** • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. **Our friends and neighbours** • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Describe some of the benefits of living in a diverse community; • Explore ways that we can behave towards others to show that we appreciate and respect them. **Let's celebrate our differences**

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VOCABULARY CHECK OUT	• Recognise the factors that make people similar to and different from each other; • Recall that everyone deserves to be treated with kindness and respect; • Recognise that repeated name calling is a form of bullying, and that this can happen both online and offline; • Suggest strategies for dealing with name calling or bullying (including being an upstander and seeking help from a safe adult). **Zeb** • Understand and explain some of the reasons why different people are bullied, both online and offline; • Explain what is meant by stereotypes, prejudice and discrimination, and explore why people might have these views; • Recognise that treating others with respect and kindness can help everyone feel safe and happy; • Identify when to seek help from a safe adult.
UKS2	
Autumn 1 **TEN TEN** **Module 1: Created and Loved By God**	**UNIT 1: Religious Understanding** **SESSION 1: Calming the Storm** • We were created individually by God who cares for us and wants us to put our faith in Him. • Physically becoming an adult is a natural phase of life. • Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan – and the results will be worth it! • All children will learn that we were created individually by God who cares for us. • Most children will understand that God wants us to put our faith in Him, which means putting our confidence and hope in Him even though we can't see Him. • Some children will demonstrate a more nuanced understanding of how having faith in Jesus can help them through the changes and 'storms' of life.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 5** **Me and My Relationships**	**Collaboration Challenge** • Explain what collaboration means; • Give examples of how they have worked collaboratively; • Describe the attributes needed to work collaboratively. **Give and take** • Recognise the qualities of a healthy friendship; • Describe how disagreements and conflicts can affect friendships; • Identify ways to negotiate and compromise to solve problems with others; • Recognise personal boundaries and identify when and how to seek help if a friendship makes someone feel unsafe, unhappy, or uncomfortable. **How good a friend are you?** • Demonstrate how to respond to a wide range of feelings in others; • Give examples of healthy friendship qualities and respectful behaviour; • Recognise if a friendship is making them feel unsafe, unhappy, or uncomfortable; • Identify when, why, and how to seek help from a safe adult. **Relationship cake recipe** • List the qualities of a healthy relationship; • Identify unhealthy or unsafe behaviours in a relationship; • Explore assertive skills; • Identify who they could talk to if they needed help for themselves or others. **Our emotional needs** • Recognise basic emotional needs, and recognise that they change according to circumstance; • Recognise that emotions and responses can be different for different people; • Identify risk factors in a given situation (involving smoking or other scenarios); • Consider physical and emotional outcomes of risk taking in different situations. **Being assertive** • Identify characteristics of passive, aggressive and assertive behaviours;

VOCABULARY CHECK OUT	• Demonstrate assertiveness skills; • Recognise if a friendship is making them feel uncomfortable and explain how to manage this safely; • Recognise the importance of respecting the different needs and wishes of others.
Autumn 2 **TEN TEN** **Module 1: Created and Loved by God**	**UNIT 3: Emotional Wellbeing** **SESSION 1: Body Image** • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves • That thankfulness builds resilience against feelings of envy, inadequacy etc, and against pressure from peers or the media • All children will understand that images in the media do not always reflect reality. • Most children will understand that the pressures we face, g. from the media, can affect how people feel about themselves. • Some children will understand the link between practising thankfulness and building resilience against pressure, and demonstrate prior experience of employing this practice themselves. **SESSION 2: Peculiar Feelings** • Deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action • Learn that some behaviour is wrong, unacceptable, unhealthy or risky • All children will understand that some behaviour is wrong, unacceptable, unhealthy or risky. • Most children will understand how thoughts, feelings and actions relate to one another and that feelings are not good guides for action. • Some children will demonstrate deeper understanding of the range and intensity of their own feelings and the feelings of others, and be curious as to the causes of these. **SESSION 3: Emotional Changes** • That emotions change as they grow up (including hormonal effects) • To deepen their understanding of the range and intensity of their feelings; that feelings are not good guides for action

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 5** **Valuing Differences**	• That openness with trusted parents/carers/teachers when worried helps with healthy emotional well-being. • That beauty, art, etc. can lift the spirit and also contribute to our sense of well-being. • All children will understand that emotions change as they grow up. • Most children will be able to describe a variety of techniques to help them manage their thoughts, feelings and actions. • Some children will clearly understand the importance of openness with trusted adults when feeling worried and that beauty and art can contribute to our sense of emotional well-being. **Qualities of friendship** • Explain why friendship is important; • Define some key qualities of friendship and describe ways of making a friendship last; • Explain why friendships sometimes end; • Identify how to seek help if a friendship is making them feel unhappy or unsafe. **Kind conversations** • Rehearse active listening skills: • Demonstrate respectfulness in responding to others; • Respond appropriately to others. **Happy being me** • Develop an understanding of discrimination and its injustice, and describe this using examples; • Empathise with people who have been, and currently are, subjected to injustice, including through racism; • Recognise that everyone has a right to be treated with respect; • Consider how discriminatory behaviour can be challenged. **The land of the Red People** • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. **Is it true?**

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VOCABULARY CHECK OUT	• Understand that the information we see online, either text or images, is not always true or accurate, safe or appropriate; • Explain how social media and online content can influence thoughts, feelings and self-esteem; • Identify ways to think critically about online information and distinguish between facts, opinions and stereotypes; • Demonstrate how to challenge stereotypes, misleading information and disrespectful behaviour assertively.
Spring 1 **TEN TEN** **Module 2: Created to love others**	**UNIT 2: Personal Relationships** **SESSION 1: Under Pressure** • *Pressure comes in different forms, and what some of those different forms are* • *There are strategies that they can adopt to resist pressure* • All children will learn that pressure comes in different forms, and what some of those different forms are. • Most children will be able to describe some strategies they can adopt to resist pressure. • Some children will demonstrate a more nuanced and applied understanding of different pressure scenarios, including the feelings of the pressured child in the context of thoughts, feelings and actions. ***SESSION 3: Self-Talk*** • Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions • *Apply this approach to personal friendships and relationships* • All children will understand that how we think can affect our feelings and in turn our actions, and that we call this 'self-talk'. • Most children will understand how positive self-talk can impact our feelings, actions and relationships for the better.

PSHE/RHE

VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 5** **Growing and Changing**	• Some children will demonstrate a deeper understanding of both positive and negative self-talk, and how it helps us to balance our expectations so that we feel confident to try new things at the same time as assessing the consequences realistically. **SESSION 4: Confidence vs Control** • Recognise the difference between being assertive and being controlling in relationships, and between being kind and ignoring your own needs. • Communicate needs and feelings clearly and respectfully, including saying “no” or disagreeing when needed. • Understand what healthy boundaries are and why it is important to respect your own boundaries and other people’s. • Notice when a friendship feels unhappy, uncomfortable or unfair, including online, and know when to ask for help. • Manage difficult feelings, such as frustration or disappointment, and consider the scale of their reaction. • All children will understand what makes a healthy balanced relationship, the importance of communicating their own needs respectfully and how to get advice or help from trusted adults. • Most children will recognise that everyone’s needs matter in healthy relationships, be able to explain the difference between confidence and control, communicate boundaries respectfully and when to get advice or help to manage their feelings. • Some children will demonstrate a deeper understanding of the dynamics of relationships, how to respect the needs of themselves and others, recognise the effects of controlling behaviour and know how to be kindly assertive. **How are they feeling?** • Distinguish between and have the vocabulary for feelings that make us feel good and feelings that make us feel uncomfortable; • Use a range of words and phrases to describe the intensity of different feelings; • Recognise that feelings and emotions can affect both mental and physical wellbeing; • Explain strategies they can use to build resilience. **Taking notice of our feelings** • Explain that our body can give us lots of clues about how our mind is feeling; • Identify people in their lives who they feel safe with;

PSHE/RHE

VOCABULARY CHECK OUT	• Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch **Dear Ash** • Recall the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe; • Identify people in their lives they could turn to for help in difficult situations; • Recall the NSPCC PANTS rule for keeping safe.
Spring 2 **TEN TEN** **Module 2: Created to love others**	**UNIT 3: Life online** **SESSION 1: Sharing Online** • To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. • How to use technology safely. • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. • How to report and get help if they encounter inappropriate materials or messages. • All children will learn how to use technology safely, what is good and not good to share online and understand how they can stay safe and get help from a trusted adult. • Most children will learn how quickly things can be shared online and steps they can take to keep themselves and others safe. • Some children will be able to articulate their responsibility to keep themselves safe online, understand the impact of cyberbullying and know how to report inappropriate content. **SESSION 2: Chatting Online** • How to use technology safely • That bad language and bad behaviour are inappropriate • That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others

PSHE/RHE

VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 5** **Keeping Safe**	• How to report and get help if they encounter inappropriate materials or messages • All children will learn some ways to use technology safely, discover that bad language and bad behaviour online is inappropriate, and how to ask for help from a trusted adult. • Most children will learn how to recognise some danger signs of inappropriate online behaviour and the steps they can take to keep themselves and others safe online. • Some children will demonstrate prior knowledge about how to keep themselves safe online, be able to articulate danger signs and know how to report and deal with inappropriate messages and content. **Spot bullying** • Recognise the signs of bullying and online bullying; • Identify the roles people can play in bullying situations, including bystanders and upstanders; • Describe positive actions they can take to support someone who is being bullied. **Play, like, share 1** • Recognise the benefits and risks of using the internet; • Identify safe and unsafe online behaviours using the SMART rules; • Explain how to protect personal information and stay safe online; • Evaluate whether online information, messages and contacts are trustworthy and reliable. **Play, like, share 2** • keep people safe online; • Recognise the signs of online bullying and know how to respond appropriately; • Understand that online actions leave a digital footprint and can affect others; • Identify safe adults and reporting tools that can help them stay safe online. **Decision Dilemmas** • Assess risks and make informed decisions in different situations; • Explain how choices can lead to different consequences; • Recognise peer pressure and identify strategies for making safe and responsible choices. **Vaping: Healthy or Unhealthy** • Explain what a drug is and recognise that nicotine is an addictive drug found in cigarettes, vapes and nicotine pouches; • Describe some of the health effects of smoking and vaping;

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VOCABULARY CHECK OUT	• Recognise how advertising, media and social influences can affect people's choices about vaping and smoking; • Evaluate the risks and benefits of vaping and make informed decisions based on evidence. **Would you risk it?** • Assess risks and consider the possible consequences of different choices; • Recognise how peer pressure can influence decision-making; • Use assertiveness skills to make safe and responsible choices when feeling pressured.
Summer 1 **TEN TEN** **Module 3: Created to live in community**	**UNIT 1: Religious Understanding** **SESSION 1: The Holy Trinity** • God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. • The Holy Spirit works through us to share God's love and goodness with others. • All children will understand that God the Father, God the Son and God the Holy Spirit are the three persons of the Holy Trinity. • Most children will understand that the Holy Spirit works through us to share God's love and goodness with others. • Some children will demonstrate a more nuanced and personal understanding of what it means for the Holy Spirit to live inside us and how this helps us to share God's love in the world. **SESSION 2: Catholic Social Teaching** • The principles of Catholic Social Teaching • That God formed them out of love, to know and share His love with others • All children will learn what the seven principles of Catholic Social Teaching are. • Most children will know that God loves them and wants them to love others, and be able to come up with examples of how Catholic Social Teaching principles can be practised.

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VOCABULARY CHECK IN SCARF **Taken from structured plans for YEAR 5** **Being my Best**	• Some children will demonstrate a greater sense of conviction and motivation to incorporate Catholic Social Teaching principles in their daily lives and will be able to identify injustices in the world where change could be affected. **It all adds up!** • Identify what our bodies need to grow, stay healthy and work properly; • Recognise the importance of making positive food choices and listening to their body's needs; • Investigate and present facts about the human body. **Difference skills** • Recognise that people have different strengths, skills and talents; • Explore how practice, perseverance and resilience help people develop skills; • Identify how different skills and personal qualities can link to jobs and careers. **My school community (2)** • State what is meant by community; • Explain what being part of a school community means to them; • Suggest ways of improving the school community. **Independence and responsibility** • Explore how independence and responsibility change as they grow up; • Identify responsibilities for keeping themselves and others safe; • Recognise that responsibility for safety can be shared between children and adults. **Star qualities?** • Recognise how the media and social media can influence people's thoughts, feelings and self-esteem; • Explore how images of celebrities and influencers may not always reflect real life; • Value personal qualities over appearance; • Appreciate that everyone has unique strengths and qualities. **Basic first aid, including Sepsis awareness** • Identify when first aid may be needed and explain how to get help in an emergency; • Describe basic first aid actions for a range of common emergencies;

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VOCABULARY CHECK OUT	• Demonstrate confidence in helping safely and responsibly when someone is injured or unwell.
Summer 2 **VOCABULARY CHECK IN** **SCARF** **Taken from structured plans for YEAR 5** **Rights and Respect**	**What's the story?** • Distinguish between facts and opinions in different sources; • Identify whether information is reliable, misleading or false using simple checking strategies; • Explain how information and different viewpoints can influence people's opinions; • Present informed advice about a health and wellbeing issue respectfully and clearly. **Fact or opinion?** • Identify and explain the difference between facts and opinions in news reports; • Recognise that news and information can be presented with bias and different viewpoints; • Understand how language is used to influence people's opinions in media texts; • Explain simple strategies for questioning and checking the reliability of information, especially online. **Mo makes a difference** • Understand the role of voluntary, community and action groups and how they work to support the wider community; • Explain how individuals and groups can make a positive difference to people, places and the environment; • Describe ways they can contribute to their own community, and support causes they care about. **Rights, respect and duties** • Understand the meaning of rights, respect and duties, and how they relate to caring for the environment; • Identify examples of rights, respect and duties in different environments (home, school and the local community);

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VOCABULARY CHECK OUT	• Explain why it is important to show respect and take responsibility for the environment, and the impact if this does not happen. **Spending Wisely** • Understand how products are made and how companies make a profit by balancing costs and price; • Identify and explain the different factors that influence people's spending choices, including advertising, trends and ethical considerations; • Develop skills in making informed and responsible spending decisions, including saving, budgeting and considering value for money. **Lend us a fiver!** • Understand the concepts of borrowing and lending, including the risks and benefits involved; • Explore how financial decisions about borrowing and lending can affect people and relationships; • Develop skills in making responsible financial choices, including asking important questions before borrowing money.