

<b>St Francis' Catholic Primary School</b> <b>HRSE/PSHE/SMSC Curriculum-Whole School Overview</b> <b>Health and wellbeing, relationships, living in the wider world and British Values</b>				Mental Wellbeing		Respectful Relationships	
				Living in the Wider World		Online Relationships & Safety	
				Friendships and people who care for me		Physical Health & Fitness	
	Autumn 1 *CORAM Life Education Bus	Autumn 2 *Anti-bullying week	Spring 1 *Safety week Links with police, fire, Heartbeat, nurse Tolerance & Mutual Respect	Spring 2	Summer 1	Summer 2 Voting for head boy/girl & school/eco councils Democracy	
Year 1	<b>Rules and choices</b> Help construct class rules and understand the importance of rules; respecting others; having good manners; making good choices about behaviour <b>Rule of Law</b> <b>Tolerance &amp; Mutual respect</b> CT1 Think about behaviour and how choices affect others; say thank you <b>Life Education Caravan 'My wonderful Body'</b> Importance of a healthy diet, sleep, exercise; behaviour can hurt feelings; medicines, personal hygiene CT3 responsibility for own health eg why handwashing is important & diet and exercise matter	<b>Family and people who care for me</b> Know that families sometimes look different to theirs; CT2 understand their part in their family; their invitation to be part of a wider family of God; to develop their relationship with God through prayer and behaviour choices	<b>How do we keep safe?</b> Rules for keeping safe in different places including online; people who work in the community – people who keep us safe; asking for help including in an emergency; personal hygiene – handwashing CT2 Who to go to if they are worried CT3 Rights and wrongs of keeping safe – physically and emotionally, incl. online & in the environment	<b>How do we feel?</b> Different kinds of feelings; strategies to manage feelings; change and loss. CT1 Communicate feelings to others CT3 reflect on good and not so good feelings, describe and manage them	<b>How can I be a good friend?</b> Characteristics that make a good friend – not making others feel left out <b>Tolerance &amp; Mutual respect</b> CT2 Things they do can hurt themselves & others; sometimes they need to say sorry; to recognise unkind behaviour, how to respond and who to tell	<b>What makes us special?</b> Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities. <b>Individual Liberty</b> CT1 Know that we are special, made in image and likeness of God; we have different gifts & abilities CT3 The belief that they have worth as a creation of God	

<p><b>Year 2</b></p>	<p><b>Rules and respect</b> Devise shared class rules and understand why they are important; respecting own and others' rights and needs; respecting others regardless of background, personality, choices etc. <b>Rule of Law</b> <b>Tolerance &amp; Mutual respect</b> CT1 Know their responsibilities towards themselves, others and creation <b>Life Education Caravan 'Feelings'</b> Recognise and how to deal with feelings; bullying and unkind behaviour &amp; where to get help; a healthy body, medicine and exercise</p>	<p><b>What is bullying?</b> Hurtful teasing and bullying is wrong, what to do about bullying; recognise the difference between bullying and isolated unkind behaviour; overcoming difficulties in friendships <b>Tolerance &amp; Mutual respect</b> CT2 That they are responsible for their immediate environment; the difference between sharing a serious incident and telling tales; that teasing and bullying are unkind behaviours; how to resist joining in bullying; who to go to if they are being teased or bullied</p>	<p><b>How can we keep safe in different places?</b> Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; keeping safe in local environment – farms, water, roads; secrets and surprises; appropriate /inappropriate touch; how to ask for help; NSPCC Pants song CT2 When saying no is ok to peers and adults CT3 recognise difference between secrets and surprises – importance of not keeping adult secrets</p>	<p><b>How do we show our feelings?</b> Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings. CT1 Care about others' feelings like Jesus CT2 how their behaviour can hurt others physically &amp; emotionally</p>	<p><b>What can we do with our money?</b> money comes from different sources and used for different purposes (spending/saving), how to keep it safe. <b>Individual Liberty</b></p>	<p><b>What is the same and different about us?</b> Recognise what they are good at; set simple goals; growing; changing and being more independent; naming body parts correctly; belonging to different groups. <b>Individual Liberty</b> CT1 Notice ways in which we are different to others; be curious about themselves and their purpose; respect difference; know that we have talents and can grow in these talents CT2 their belonging to groups as communities eg home, school, parish CT3; name main parts of body (incl external genitalia) boys and girls as equally part of God's creation</p>
<p><b>Year 3</b></p>	<p><b>Rules &amp; diversity</b> Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and know to respect these <b>Rule of Law</b> <b>Tolerance &amp; Mutual respect</b> <b>Life Education Caravan 'Meet the Brain'</b> Qualities of friendship - reasons why friends fall out; making up; risks of</p>	<p><b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in friendships – working through these can strengthen friendships <b>Tolerance &amp; Mutual respect</b> CT2 Importance of forgiveness &amp; about Jesus' teachings about forgiveness;</p>	<p><b>What are the rules that keep us safe?</b> How to stay safe online- passwords, avatars, fire safety, first aid; how our actions affect self and others; appropriate and inappropriate touch <b>Tolerance &amp; Mutual respect</b> CT1 Take increased responsibility for their safety and that of others CT2 judge what kind of physical contact is acceptable/unacceptable</p>	<p><b>How can we describe our feelings?</b> Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name &amp; respond to a wider range of feelings in self and others; CT3 all people have worth and dignity as creations of God</p>	<p><b>What jobs would we like?</b> Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition <b>Individual Liberty</b> CT2 being part of a community means working together; they are part of different communities – local, national, international and that the church is a community of faith</p>	<p><b>How can we stay healthy?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices. <b>Individual Liberty</b> CT1 value self as child of God – life is precious and body is a gift from God; be thankful for gifts from God; CT2 With their family, they take responsibility for staying healthy and safe</p>

	drugs, alcohol and tobacco		and how to respond or seek help			CT3 responsibility for own health, taking care of body and protecting from inappropriate contact
<b>Year 4</b>	<p><b>Rules and mutual respect</b> Importance of class/school rules for health and safety; mutual respect for others in society – how we should expect to be treated and how we should treat others</p> <p><b>Rule of Law</b> <b>Tolerance &amp; Mutual respect</b> CT1 Recognise cause and effect in actions and take personal responsibility CT2 being part of a community: understanding rights and responsibilities in a group – rules/laws are made to protect</p> <p><b>Life Education Caravan 'It's Great to be me!'</b> Our right to be unique and make personal choices, risks and effects of drugs, alcohol &amp; tobacco</p>	<p><b>How can we be a good friend?</b> Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback.</p> <p><b>Tolerance &amp; Mutual respect</b> CT2 be aware of different types of relationships: friends, acquaintances, family, relatives; know that some relationships can be harmful – recognise and manage dares; understand that we can choose to have a relationship with God</p>	<p><b>How can I keep myself and others safe?</b> Online safety – age restrictions and reasons for this; rules of behaviour online – same as face-to-face; people sometimes behave differently online and pretend to be someone they're not; when not to keep a secret; making an emergency phone call, staying safe around electricity</p> <p><b>Tolerance &amp; Mutual respect</b> CT3 being truthful is knowing when to keep a secret and when it is right to break a secret</p>	<p><b>How can we take care of our own mental health?</b> Benefits of exercise, spending time outdoors, being involved in groups, rest, having fun. Understand that mental wellbeing is as important as physical wellbeing. CT3 giving time to prayer and reflection to grow in understanding of self and build relationship with God</p>	<p><b>What makes us enterprising?</b> What enterprise means for work and society, set up an enterprise</p>	<p><b>How can I eat well?</b> What makes a healthy diet and risks of a poor diet (obesity, tooth decay); benefits of an active lifestyle – link to 'The Art of Food' topic <b>Individual Liberty</b> CT3 that their life has purpose so they need to keep themselves safe physically and grow in confidence;</p>
<b>Year 5</b>	<p><b>Rules, rights &amp; responsibilities</b> The importance of self-respect, mutual respect of others in society, our rights as humans/children, responsibility towards others.</p>	<p><b>What does discrimination mean?</b> Actions can affect self and others; discrimination, teasing and bullying; stereotypes – how they can be unfair; differences and</p>	<p><b>How can I stay safe online and using social media?</b> Recognising risks of relationships online; harmful content &amp; contact, how to report; benefits of limiting screen time; how to stay</p>	<p><b>How can I help myself and others?</b> Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing</p>	<p><b>How can money affect us?</b> Finance and its role in people's lives – being a critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on</p>	<p><b>What choices help health?</b> What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe.</p>

	<p>Rule of Law Tolerance &amp; mutual respect</p> <p>Life Education Caravan 'Friends' risks and effects of drugs, alcohol &amp; tobacco; how to stay healthy; peer pressure</p>	<p>similarities between people; equalities. Tolerance &amp; mutual respect</p> <p>CT2 realise the nature and consequences of discrimination, how to respond and ask for help; to value diversity of national, regional, religious and ethnic identities in uk and beyond</p> <p>UK Parliament Week: debate on local/topical issues Democracy</p>	<p>safe around water and call for help; basic first aid</p> <p>CT3 managing own personal safety, pressure to behave in an inappropriate way can come from many sources incl. online/media; responding to pressure and how to ask for help</p>	<p>CT3 Extend vocabulary of emotion, explain range and intensity of feelings, conflicting emotions and ways to control them</p>	<p>communities and individuals, research and debate health &amp; wellbeing issues.</p> <p>Bikeability – road safety Rule of Law</p> <p>Link with local MP – debate local issues Democracy</p>	<p>Who to talk to over concerns about health &amp; recognising signs of physical illness. Individual Liberty</p> <p>CT3 make choices about health and recognise consequences</p>
Year 6	<p>Rules, human rights &amp; responsibilities</p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies.</p> <p>Rule of Law Tolerance Mutual respect</p> <p>CT3 know that some rights are universal – human rights; British law protects human rights; Christians believe they should work for justice – all equal in eyes of God; criminal breach of human rights eg. forced marriage or FGM – how to get support</p> <p>Life education caravan 'Decisions'</p>	<p>Different types of bullying</p> <p>The impact of bullying, responsibility of bystanders, how to get help.</p> <p>Respecting differences – including LGBT</p> <p>Tolerance &amp; Mutual respect</p> <p>CT1 Understand differences/similarities arise from number of factors: family, cultural, ethnic, race, religion, age, sex, gender identity, sexual orientation, disability</p> <p>UK Parliament Week: debate on local/topical issues Democracy</p>	<p>How can we manage risk?</p> <p>How information and data is shared online; critically assess online friendships &amp; awareness of risks; cyberbullying and effects on mental health; personal boundaries and inappropriate contact; managing requests for images</p>	<p>Dealing with changes in emotions</p> <p>Effects of mental ill-health; how to recognise them and what to do to help; dealing with changes in emotions in adolescence</p> <p>CT3 about puberty and how their body &amp; emotions will change; coping with change incl. transition to high school, loss, separation, divorce, bereavement</p> <p>Safety Town @LHS – drugs/alcohol/tobacco; police; online safety; guide dogs; road safety; fire brigade</p>	<p>Family life</p> <p>The importance of love, stability and security of family (which may be relationships of different types); characteristics of a healthy family life – commitment in difficult times, spending time together, sharing each others' lives</p>	<p>Changes &amp; Choices</p> <p>What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; taking responsibility for our own health and wellbeing.</p> <p>Changes in adolescent body – facts about puberty and the menstrual cycle.</p> <p>Science link – vaccinations, allergies.</p> <p>Individual Liberty</p> <p>CT2 know rituals celebrated in church that mark birth, marriage &amp; death; marriage as a sacrament and based on mutual consent; marriage can be a civil union</p>

	risks and effects of drugs, alcohol & tobacco; how to stay healthy					
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