

<b>St Francis' Catholic Primary School</b> <b>HRSE/SMSC/PSHE Curriculum-Whole School Overview</b> <b>Relationships, Health and wellbeing, living in the wider world and British Values</b>				Mental Wellbeing	Respectful Relationships	
				Living in the Wider World	Online Relationships & Being Safe	
				Friendships and people who care for me	Physical Health & Fitness	
	Autumn 1 Compile class rules *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	<p><b>Rules and choices</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners.</li> </ul> <p>CT1 Think about behaviour and how choices affect others; say thank you where appropriate</p> <p>Rule of Law Tolerance &amp; Mutual respect</p> <p>Life Education Caravan 'My wonderful Body' Importance of a healthy diet, sleep, exercise;</p>	<p><b>Family and people who care for me</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p>CT2 understand their part in their family;</p>	<p><b>How do we keep safe?</b> <i>People who keep us safe; asking for help including in an emergency; personal hygiene – handwashing; sun safety</i></p> <ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the</li> </ul>	<p><b>How do we feel?</b> <i>Different kinds of feelings; strategies to manage feelings; change and loss.</i></p> <ul style="list-style-type: none"> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>the benefits of physical exercise, time outdoors, community participation, voluntary</li> </ul>	<p><b>How can I be a good friend?</b></p> <ul style="list-style-type: none"> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p>CT2 Things they do can hurt themselves &amp; others; sometimes they need to say sorry; to recognise unkind behaviour, how to respond and who to tell</p> <p>Tolerance &amp; Mutual respect</p>	<p><b>What makes us special?</b> <i>Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities.</i></p> <p>CT1 Know that we are special, made in image and likeness of God; we have different gifts &amp; abilities</p> <p>CT3 The belief that they have worth as a creation of God; recognise what they like and dislike – to make informed choices, reflect on consequences</p> <p>Individual Liberty</p>

	<p>behaviour can hurt feelings; medicines, personal hygiene CT3 responsibility for own health eg why handwashing is important &amp; diet and exercise matter</p>	<p>people who care for them such as family networks; their invitation to be part of a wider family of God; to develop their relationship with God through prayer and behaviour choices</p>	<p>importance of handwashing. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>CT2 Who to go to if they are worried CT3 Rights and wrongs of keeping safe – physically and emotionally, incl. online &amp; in the environment</p>	<p>and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>CT1 Communicate feelings to others CT3 reflect on good and not so good feelings, describe and manage them</p>		
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## Year 2

### Rules and respect

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.

CT1 Know their responsibilities towards themselves, others and creation

Rule of Law  
Tolerance & Mutual respect

### Life Education Caravan 'Feelings'

Recognise and how to deal with feelings; bullying and unkind behaviour & where to get help; a healthy body, medicine and exercise

### What is bullying?

- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

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

Tolerance & Mutual respect

### How can we keep safe in different places?

*Keeping safe: household products & medicines; local environment: farms, water, roads, NSPCC  
Pants song*

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
  - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
  - how to recognise and report feelings of being unsafe or feeling bad about any adult.
  - how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- CT2 When saying no is ok to peers and adults  
CT3 recognise difference between secrets and surprises – importance of not keeping adult secrets; that their life has purpose and to fulfil this they must keep safe and grow in self-confidence

### How do we show our feelings?

*Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings.*

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

CT1 Care about others' feelings like Jesus  
CT2 how their behaviour can hurt others physically & emotionally

### What can we do with our money?

*Money comes from different sources and used for different purposes (spending/saving), how to keep it safe.*

Individual Liberty

### What is the same and different about us?

*Recognise what they are good at; set simple goals; growing; changing and being more independent; naming body parts correctly; belonging to different groups.*

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

Individual Liberty

<p><b>Year 3</b></p>	<p><b>Rules &amp; diversity</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>the conventions of courtesy and manners.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p><b>Rule of Law</b> <b>Tolerance</b> <b>Mutual respect</b></p> <p><b>Life Education Caravan 'Meet the Brain'</b> Qualities of friendship - reasons why friends fall out; making up; risks of drugs, alcohol and tobacco</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</p> <ul style="list-style-type: none"> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul> <p>CT2 Importance of forgiveness &amp; about Jesus' teachings about forgiveness;</p> <p><b>Tolerance &amp; Mutual respect</b></p>	<p><b>What are the rules that keep us safe?</b> <i>How to stay safe online- passwords, avatars, fire safety</i></p> <ul style="list-style-type: none"> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p>CT1 Take increased responsibility for their safety and that of others CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help</p> <p><b>Tolerance &amp; Mutual respect</b></p>	<p><b>How can we describe our feelings?</b> <i>Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset.</i></p> <ul style="list-style-type: none"> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> <p>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> <i>Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition</i></p> <p>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>Individual Liberty</b></p>	<p><b>How can we stay healthy?</b></p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> </ul> <p>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 CT3 responsibility for own health, taking care of body and protecting from inappropriate contact</p> <p><b>Individual Liberty</b></p>
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<p><b>Year 4</b></p>	<p><b>Rules and mutual respect</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p>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>Rule of Law Tolerance &amp; Mutual respect</p> <p>Life Education Caravan 'It's Great to be me! 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> <i>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback.</i></p> <ul style="list-style-type: none"> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> </ul> <p>CT2 be aware of different types of relationships: friends, acquaintances, family, relatives; know that some relationships can be harmful – recognise and manage dares;</p> <p>Tolerance &amp; Mutual respect</p>	<p><b>How can I keep myself and others safe?</b> <i>Online safety – age restrictions and reasons for this; making an emergency phone call, staying safe around electricity</i></p> <ul style="list-style-type: none"> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>that the same principles apply to online relationships as to face-to-face</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul> <p>CT3 being truthful is knowing when to keep a secret and when it is right to break a secret</p> <p>Tolerance &amp; Mutual respect</p>	<p><b>How can we take care of our own mental health?</b></p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul> <p>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> <i>What enterprise means for work and society, set up an enterprise</i></p>	<p><b>How can I eat well?</b></p> <ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> <p>– link to 'The Art of Food' topic</p> <p>Individual Liberty</p>
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<p><b>Year 5</b></p>	<p><b>Rules, rights &amp; responsibilities</b></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> </ul> <p><b>Rule of Law</b> <b>Tolerance &amp; mutual respect</b></p> <p><b>Life Education Caravan 'Friends'</b> risks and effects of drugs, alcohol &amp; tobacco; how to stay healthy; peer pressure</p>	<p><b>What does discrimination mean?</b></p> <ul style="list-style-type: none"> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul> <p><b>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</b></p> <p><b>Tolerance &amp; mutual respect</b></p> <p><b>UK Parliament Week:</b> debate on local/topical issues</p> <p><b>Democracy</b></p>	<p><b>How can I stay safe online and using social media?</b></p> <p><i>Recognising risks of relationships online, screen time; how to stay safe around water and call for help; basic first aid</i></p> <ul style="list-style-type: none"> <li>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>where and how to report concerns and get support with issues online.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><b>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</b></p>	<p><b>How can I help myself and others?</b></p> <ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul> <p><b>CT3 Extend vocabulary of emotion, explain range and intensity of feelings, conflicting emotions and ways to control them</b></p>	<p><b>How can money affect us?</b></p> <p><i>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 communities and individuals, research and debate health &amp; wellbeing issues.</i></p> <p><b>Bikeability – road safety</b> <b>Rule of Law</b></p> <p><b>Link with local MP – debate local issues</b> <b>Democracy</b></p>	<p><b>What choices help health?</b></p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul> <p><b>CT3 relationships involve choice – choice can positive/negative consequences, understand the concept of a balanced lifestyle</b></p> <p><b>Individual Liberty</b></p>
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<p><b>Year 6</b></p>	<p><b>Rules, human rights &amp; responsibilities</b>  <i>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.</i></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>Rule of Law  Tolerance  Mutual respect</p> <p>Life education caravan  'Decisions'  risks and effects of drugs, alcohol &amp; tobacco; how to stay healthy</p>	<p><b>Different types of bullying</b>  <i>The impact of bullying, responsibility of bystanders, how to get help. Respecting differences – including LGBT</i></p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul> <p>CT1 Understand differences/similarities arise from number of factors: family, cultural, ethnic, race, religion, age, sex, gender identity, sexual orientation, disability</p> <p>Tolerance &amp; Mutual respect</p> <p>UK Parliament Week: debate on local/topical issues Democracy</p>	<p><b>How can we manage risk?</b></p> <ul style="list-style-type: none"> <li>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>why social media, some computer games and online gaming, for example, are age restricted.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online.</li> </ul>	<p><b>Dealing with changes in emotions</b>  Effects of mental ill-health; how to recognise them and what to do to help; dealing with changes in emotions in adolescence</p> <ul style="list-style-type: none"> <li>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul> <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><b>Family life</b>  <i>Diversity in families</i></p> <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>	<p><b>Changes &amp; Choices</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul> <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; understand that we can choose to have a relationship with God</p> <p>Individual Liberty</p>
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