

**HOLY TRINITY CATHOLIC ACADEMY  
PSHE CURRICULUM OVERVIEW – YEAR A**

Themed days/weeks, British Values, RSE, Contextual Safeguarding	Advent term Belonging		Lent term Community		Pentecost term Universal church	
British values covered in each term	An introduction to British Values	Mutual respect	Individual liberty	The rule of law	Democracy	Tolerance of those of different faiths and beliefs.
Diocesan RSHE themes	Created and loved by God Created to love others Created to live in community (themes also covered within the British Values aspects of the curriculum)		Created and loved by God Created to love others Created to live in community (themes also covered within the British Values aspects of the curriculum)		Created and loved by God Created to love others Created to live in community (themes also covered within the British Values aspects of the curriculum)	
EYFS	<p><b>MCE week</b></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (<b>UW – people, culture and communities</b>)</li> </ul>	<p><b>Religious Understanding (Module 1 Unit 1)</b></p> <p><b>Handmade with love:</b> 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!</p> <p><b>Me, my body and my health (Module 1 Unit 2)</b></p> <p><b>I am me:</b> 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! <b>Heads, shoulders, knees and toes:</b> Our bodies are good and made by God The names of the parts of the body (not genitalia) <b>Ready, Teddy?:</b> That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p> <p><b>Anti-bullying week:</b></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs,</li> </ul>	<p><b>Emotional well-being (Module 1 Unit 3)</b></p> <p><b>I like, you like, we all like:</b> That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another <b>Good feelings, bad feelings:</b> A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings <b>Let's get real:</b> Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus</p> <p><b>Life cycles (Module 1 Unit 4)</b></p> <p><b>Growing up:</b> That there are natural life stages from birth to death, and what these are</p> <p><b>Eafety day:</b></p> <p><u>ELG:</u></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</li> </ul>	<p><b>Religious Understanding (Module 2 Unit 1)</b></p> <p><b>Role Model:</b> 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</p> <p><b>Personal Relationships (Module 2 Unit 2)</b></p> <p><b>Who's Who?:</b> To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them</p> <p><b>You've got a friend in me:</b> How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships</p>	<p><b>Keeping Safe (Module 2 Unit 3)</b></p> <p><b>Safe inside and out:</b> <b>About safe and unsafe situations indoors and outdoors, including online.</b> That they can ask for help from their special people. <b>My body, my rules:</b> <b>To know they are entitled to bodily privacy</b> 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 <b>Feeling poorly:</b> Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. <b>We should always try to look after our bodies because God created them and gifted them to us.</b></p> <p><b>People who help us:</b> There are lots of jobs designed to help us.</p>	<p><b>Religious Understanding (Module 3 Unit 1)</b></p> <p><b>God is Love:</b> 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 <b>Loving God, loving others:</b> What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory.</p> <p><b>Living in the wider world (Module 3 Unit 2)</b></p> <p><b>Me, You, Us:</b> 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</p> <p><b>Healthy week</b></p> <p><u>ELG:</u></p>

		<p>including dressing, going to the toilet and understanding the importance of healthy food choices. <b>(PSED – managing self)</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <b>(PSED – self-regulation)</b></li> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> </ul>	<p>accordingly. <b>(PSED – self-regulation)</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> </ul>	<p>About different types of teasing and that all bullying is wrong and unacceptable</p> <p><b>Forever friends:</b></p> <p>To recognise when they have been unkind to others and say sorry.</p> <p>That when we are unkind, we hurt God and should say sorry.</p> <p>To recognise when people are being unkind to them and others and how to respond.</p> <p>That we should forgive like Jesus forgives.</p> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers. <b>(PSED - building relationships)</b></li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <b>(PSED – self-regulation)</b></li> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> </ul>	<p>Paramedics help us in a medical emergency.</p> <p>First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance</p> <p><b>ELG:</b></p> <ul style="list-style-type: none"> <li>Form positive attachments to adults and friendships with peers. <b>(PSED - building relationships)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> </ul>	<ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <b>(PSED – managing self)</b></li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly. <b>(PSED - managing self)</b></li> <li>Work and play cooperatively and take turns with others. <b>(PSED – building relationships)</b></li> <li>Show sensitivity to their own and to others' needs. <b>(PSED - building relationships)</b></li> </ul>
Year 1 and 2	<p><b>Relationships</b></p> <p>I know I am special because I am created and loved by God.</p> <p>I can recognise and name my feelings, linking to happy and sad times in my life.</p> <p>I can recognise and say what I like and dislike.</p> <p>I can recognise my God given talents.</p> <p>I can set a simple goal.</p> <p>I can play and work cooperatively.</p> <p>I can listen to other people and use good manners.</p> <p>I can share appropriately.</p> <p>I can agree and follow rules for my group and classroom.</p> <p><b>Esafty</b></p> <p>I understand that I can find a range of information from the internet and I can use the internet to answer specific questions</p>	<p><b>Anti-bullying week</b></p> <p><b>Relationships</b></p> <p>I can recognise that my behaviour has consequences and affects others, including the community in which I belong.</p> <p>I can recognise and say what is fair and unfair, right and wrong</p> <p>I know that there are different types of bullying and teasing.</p> <p>I know that bullying is wrong and know how to deal with bullying behaviours.</p> <p><b>Life to the full – Module 1 Unit 1</b></p> <p>We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend;</p> <p>God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose</p>	<p><b>Esafty day</b></p> <p>I know what to do if I find something inappropriate online.</p> <p>I know that the internet can be used to communicate with other people.</p> <p>I can demonstrate an understanding of E-safety when communicating online.</p> <p>I am able to send suitable and purposeful emails with help.</p> <p>I know that not everything on the internet is true.</p> <p><b>Life to the full – Module 2 Unit 2</b></p> <p>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special;</p> <p>The importance of nuclear and wider family;</p> <p>The importance of being close to and trusting special people and</p>	<p><b>Life to the full – Module 2 Unit 3</b></p> <p>To understand safe and unsafe situations, including online.</p> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them;</p> <p>How to resist pressure when feeling unsafe.</p> <p>To know that they are entitled to bodily privacy;</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> <p>Medicines are drugs, but not all drugs are good for us.</p> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and</p>	<p>Living in the wider world</p> <p>I know what can be harmful to the environment.</p> <p>I know some ways to look after my environment.</p> <p><b>Life to the full – Module 3 Unit 1</b></p> <p>That God is love: Father, Son and Holy Spirit;</p> <p>That being made in his image means being called to be loved and to love others.</p> <p>To know what a community is, and that God calls us to live in community with one another;</p> <p>A scripture illustrating the importance of living in community as a consequence of this;</p> <p>Jesus' teaching on who is my neighbour.</p> <p><b>Life to the full – Module 3 Unit 2</b></p>	<p>Living in the wider world</p> <p>I understand about the role money plays in my life including how to manage my money, keep it safe, choices about spending money and what influences those choices.</p> <p>I know that we have to pay for what we buy.</p> <p>I understand the consequences of losing money.</p> <p>I can recognise the coins and notes we use.</p> <p>I know different ways that money can be looked after.</p> <p>I know some ways that we can pay for things.</p> <p><b>Healthy week</b></p> <p>I know that there are healthy and less healthy drinks.</p> <p>I recognise the need for safety rules – i.e. road, cycles, fire, rail,</p>

	<p>I can navigate age-appropriate websites. I understand that we should respect the work of others which is stored or presented electronically.</p> <p><b>MCE week</b> <b>(Living in the wider world)</b> I can identify and respect differences and similarities between people. I know that I belong to different groups and communities i.e. school, family.</p>	<p>and goal and will bring us true happiness; 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.</p> <p><b>Life to the full – Module 2 Unit 1</b> I We are part of God's family; Saying sorry is important and can mend friendships; Jesus cared for others and had expectations of them and how they should act; We should love other people in the same way God loves us.</p>	<p>telling them if something is troubling them. How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable. 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; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.</p>	<p>be careful about what we consume. They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid</p>	<p>That they belong to various communities such as home, school, parish, the wider local community, nation and 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 we live.</p>	<p>water, school environment, playground and home. I know what my body needs to stay healthy, including physical activity, rest, healthy eating and oral health. I can make real informed choices that would improve my health and well-being. I know how to keep myself safe in the sun. I know that the choices I make can have good and not so good consequences</p> <p><b>Other faiths</b> I can identify and respect differences and similarities between people.</p>
<p><b>Year 3 and 4</b></p>	<p><b>Relationships</b> I know that life is precious and God given. I can listen to and use good manners show respect for the views of others. I can explain how my actions have consequences for myself and others. I can describe and respond appropriately to other people's feelings being honest, truthful and respectful. I can acknowledge that others have different points of view. I can identify different types of relationships and show ways to maintain good relationships e.g. with friends and relatives.</p> <p><b>Esafety</b> I can use the internet purposefully to answer specific questions. I know that not everything on the internet is true and know what to do if I access something inappropriate. I know that some website and things I can find on the internet are age restricted e.g. gambling sites.</p>	<p><b>Anti-bullying week</b> <b>Relationships</b> I can explain how my actions have consequences for myself and others. I know that my behavior can have an impact on the communities I belong to. I can describe the nature and consequences of bullying and express some ways of responding to it.</p> <p><b>Life to the full – Module 1 Unit 1</b> I 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; In Baptism God makes us His adopted children and 'receivers' of</p>	<p><b>Health and well-being</b> I can identify and explain how to manage the risks in different familiar situations. I know school rules relating to medicines, alcohol, tobacco, solvents and illegal drugs. I can begin to understand some of the influences on my personal choices in relation to smoking or other substances and the consequences of those choices. I have some strategies to cope with peer influence and peer pressure and can apply these to a range of scenarios, including substances. I can recognise safe and unsafe situations.</p> <p><b>Esafety day</b> I know the difference between communicating using email and online in a discussion forum. I am able to send suitable and purposeful emails. I can use a range of online communication tools to exchange information and collaborate with</p>	<p><b>Relationships/Health and well-being</b> I can describe changes that happen in life and begin to recognise strategies that may help me to deal with these e.g. loss, divorce etc.</p> <p><b>Life to the full – Module 2 Unit 3</b> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; <b>How to use technology safely;</b> 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; <b>How to report and get help if they encounter inappropriate materials or messages.</b> 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;</p>	<p><b>Living in the wider world</b> I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p><b>Life to the full – Module 3 Unit 1</b> I God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity. That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).</p> <p><b>Life to the full – Module 3 Unit 2</b> To know that God wants His Church to love and care for others.</p>	<p><b>Living in the wider world</b> I can make simple financial decisions and consider how to spend money, including pocket money. I know that it is possible to keep money safe by putting it into an 'account' in the bank. I am able to make comparisons between prices when deciding what the best value for money is. I know a range of different ways to pay for things. I know that if you 'borrow' you have to pay back more.</p> <p><b>Healthy week</b> I can make simple choices to improve my health and well-being, including oral health. I can identify and explain how to manage the risks in different familiar situations. I know how to keep myself and others safe when using roads.</p> <p><b>Other faiths</b></p>



	<p>I know that information found on search engines is ranked. I know that it is important to ration the time I spend online.</p> <p><b>MCE week</b> <b>(Living in the wider world)</b> I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from me. I understand that there is great diversity locally and across the world which affects peoples' choices.</p>	<p>His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience. That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</p> <p><b>Life to the full – Module 2 Unit 1</b> That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness; That relationships take time and effort to sustain; We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness.</p>	<p>others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones.</p> <p><b>Life to the full – Module 2 Unit 2</b> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; 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'. <b>Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</b> <b>Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</b></p>	<p><b>To judge well what kind of physical contact is acceptable or unacceptable and how to respond;</b> That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. <b>Our bodies are created by God, so we should take care of them</b> and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge.</p>	<p>To devise practical ways of loving and caring for others.</p>	<p>I understand that there is great diversity locally and across the world which affects peoples' choices.</p>
<p><b>Year 5 and 6</b></p>	<p><b>Relationships</b> I know I am made in the image and likeness of God. I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive and courteous way. I can deal positively with my/ others' feelings and recognise a range of emotions that accompany life situations e.g. loss and divorce. I can express my views confidently and listen to and show respect for the views of others.</p>	<p><b>Anti-bullying week</b> I realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help. I can recognise the difference between aggressive and assertive behaviour. I know where individuals, families and groups can get help and support. I know how to ask for help. <b>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying and</b></p>	<p><b>E-safety day</b> I recognise the importance of rationing the time I spend online. I know that images in the media do not always reflect reality and can affect how people feel about themselves. I recognise that not all information on the internet is accurate or unbiased (advertising) and develop a range of strategies for identifying the origin of a website. I understand that good online research involves processing the information (rather than copying) and interpreting it for others.</p>	<p><b>Relationships/Health and well-being</b> I understand that abuse in relationships is against the law and know where people can go for help in this situation. I know that civil partnerships and marriage are a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together. I know that there are different types of relationships e.g. relatives, friends.</p>	<p><b>Living in the wider world</b> I know that there are some cultural practices which are against British law and universal human rights e.g. FGM and forced marriage I know that circumstances in other countries and cultures may be different from our own. I know about Fair Trade and what it means. I know that individual and community rights and responsibilities need to be taken into account when making decisions.</p>	<p><b>Living in the wider world</b> <b>ENTERPRISE WEEK</b> I can differentiate between essentials and desires – needs and wants. I am able to plan for future spending. I understand how and why people save. I understand 'value for money' and can make informed choices to get 'value for money'. I understand that I need to budget for the future. <b>CAFOD</b> <b>Healthy week</b></p>

I can confidently discuss things I like and dislike.

#### Esafety

I can select appropriate tools to collaborate and communicate confidently and safely with others within and beyond my school. I can exchange and share ideas with a wider audience, and evaluate my use of technology including the use of email, social networking, online gaming, and mobile phones and how I present myself online. I understand the importance of protecting personal information, including passwords, addresses and images.

I know how to report something inappropriate I find online.

#### MCE week

I am aware that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation and disability.

I know that circumstances in other countries and cultures may be different from our own.

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.

I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

racism on individuals and communities.

#### Life to the full – Module 1 Unit 1

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!

#### Life to the full – Module 2 Unit 1

To know that God calls us to love others.

To know ways in which we can participate in God's call to us.

I recognise my own right to be protected from the inappropriate use of technology by others and the need to respect the rights of other users.

#### Life to the full – Module 2 Unit 2

Pressure comes in different forms, and what those different forms are;

There are strategies that they can adopt to resist pressure.

Understand what consent and bodily autonomy means;

Discuss and reflect on different scenarios in which it is right to say 'no'.

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

I can explain the qualities of a positive healthy relationship. I know that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people I know.

I know where individuals, families and groups can get help and support e.g. Samaritans.

#### Life to the full – Module 2 Unit 3

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.

What the term cyberbullying means and examples of it;

What cyberbullying feels like for the victim;

How to get help if they experience cyberbullying.

To judge well what kind of physical contact is acceptable or unacceptable and how to respond.

That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.

Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.

Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.

Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco

Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies

The recovery position can be used when a person is unconscious but breathing.

DR ABC is a primary survey to find out how to treat life-

I understand that universal rights are there to protect everyone and have primacy both over national law and family and community practices.

#### Life to the full – Module 3 Unit 1

Children will know that God is Trinity - a community of persons Children will know that the Church is the Body of Christ –

#### Life to the full – Module 3 Unit 2

Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:

Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation

Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice

#### Other faiths

I know that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

I can describe some of the different beliefs and values in society and demonstrate respect and tolerance towards people who are different from myself.

#### Life to the full – Module 3 Unit 3

Pupils will learn to apply the principles of Catholic Social Teaching to current issues. Pupils will find ways in which they can spread God's love in their community.

				threatening conditions in order of importance.		
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