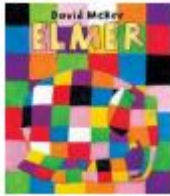
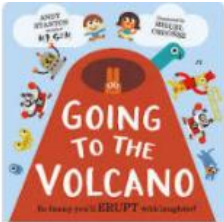


*“Christ is the centre of our school community where we live, love and learn together”*

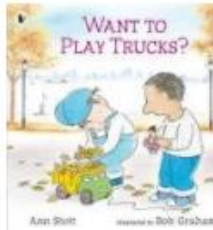
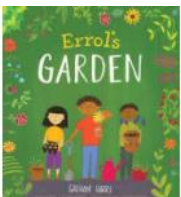


**R.S.H.E Curriculum Map including Journey in Love, Come and See,  
P.S.H.E and Equality Act**

AUTUMN TERM Year 1					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love We meet God's love in our family To focus on families and specially growing up in a loving, secure and stable home  Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Domestic church- Family Families: Why do we have a family? Who is my family?</b></p> <p>God's love and care for every family</p> <p><b>Baptism/confirmation- belonging</b> <b>Belonging: What does it mean to belong?</b> Baptism an invitation to belong to God's family</p> <p><b>Advent/Christmas loving</b> <b>Waiting: Is waiting always difficult?</b> Waiting for Jesus' birthday</p>	<p><u>Families and Friendships</u> Roles of different people; families; feeling cared for</p> <p><u>Safe relationships</u> Recognising privacy; staying safe; seeking permission</p> <p><u>Respecting ourselves and others</u> How behavior affects others; being polite and respectful</p>	<p><b>Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense.</b></p> <p>Pupils should have opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body <b>Include genitals if when consulted with parents it is agreed to do so.</b> Recognise themselves as male and female Learn how to improve personal hygiene.</p> <p>Know that they are made by God and precious. Recognise they all are part of God's family. Value themselves and others as God's children. Recognise they belong to a family,</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p> <p>Know that families should be special and understand that family members should care for each other and share.</p> <p>Know that there are different types of families <b>Most families consist of mother, father &amp; children but not all families are like this.</b></p> <p>Recognise the roles of individuals within the family challenging stereotypes. Know that secure loving relationships within the family are important Recognise they are created by God Recognise that babies have special needs Know about rituals that mark and celebrate birth and belonging to a community. Recognise that their feelings and actions affect other people. Listen and cooperate with others</p>	 <p><b>Elmer (David McKee)</b></p> <p><b>Focus: I like the way I am</b></p>  <p><b>Going to the Volcano</b> (Andy Stanton)</p> <p><b>Focus: To join in</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Toby is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. My Nan is special because</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p> <p>Visit from 'Bullybusters' to talk to the children during Anti-bullying week</p>

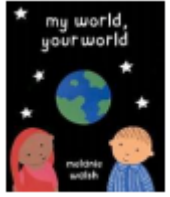

			Become aware of the school as a caring community. Recognise and deal with feelings in a positive way.		
<p><b>RSHE/PSHE opportunities for pupils:</b>  <b>Children are able to:</b>  <b>Know they are created to live in our society and the wider world</b>          That they belong to various groups as communities such as home, school and parish.          Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.</p> <p><b>Know they are created to love others</b>          To identify and respect the similarities and differences between people.          Learn to recognise likes and dislikes, make informed choices and recognise consequences.          Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK &amp; I WILL TELL)</p> <p><b>Know they are Created &amp; Loved by God</b>          Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.</p> <p><b>Know they are created to love others</b>          Learn that there are different types of teasing and bullying and these are wrong and unacceptable.          Learn how to resist teasing and bullying if they experience or witness it.</p> <p><b>Know they are created to live in our society and the wider world</b>          Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.</p>			<p><b>BOOKS</b>          Owl Babies - Martin Waddell          This is the Bear and the Scary Night - Sarah Hayes          Clever Sticks - Bernard Ashley          We're Going on a Bear Hunt – Michael Rosen          Billy and Belle – Sarah Garland          All the Colours of the Earth – Sheila Hamanaka          Katie Morag and the Tiresome Ted – Mairi Hedderwick          This is the Bear and the Scary Night – Sarah Hayes</p> <p><b>BOOKS</b>          This is our house - Michael Rosen          The surprise party- Pat Hutchins          Best of friends - Shen Rodie          The Rainbow Fish – Marcus Pfister          Frog and Toad are Friends – Arnold Lobel          Mr Gumpy's Outing – John Burningham          Best Friends for Francis – Russell Hogan          Katie Morag and the Two Grandmothers – Mairi Hedderwick          When Mum Turned into a Monster – Joanna Harrison</p> <p><b>BOOKS</b>          Hug - Jez Alborough          My Dad - Anthony Browne          When I'm big - Debi Glibori          The Gruffalo's Child - Julia Donaldson          Yes I can be Healthy - Emma Brownjohn          The Wild Washerwomen – John Yeoman &amp; Quentin Blake          The Pig in a Wig – Alan MacDonald          Frog and the Stranger – Max Velthuis          What do we Think About Bullying? – Jillian Powell</p>		

SPRING TERM Year 1					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.



<p><b>Local church- Community Special People: What makes a person special?</b> People in the parish family</p> <p><b>Eucharist- Relating Meals: What makes some meals special?</b> Mass; Jesus' special meal</p> <p><b>Lent/Easter- Giving Change: How and why do things change?</b> Pupils will know and understand that we change and grow.</p>	<p><b><u>PSHE- Belonging to a community</u></b> What rules are; caring for others' needs; looking after their environment</p> <p><b><u>PSHE- Media literacy and digital resilience</u></b> Using the internet and digital devices; communicating online</p> <p><b><u>PSHE- Money and work</u></b> Strengths and interests; jobs in the community</p>		<p>Know about rules and age restrictions that keep us safe and the people whose responsibility it is to keep us safe e.g parents, carers, teachers, extended family members, police, life guards etc</p> <p>know who to go to when help is needed</p> <p>know that family and friends should care for each other</p> <p>know that families should be special and understand that family members should care for each other and share</p> <p>listen and co-operate with others</p> <p>know that saying sorry is important</p> <p>Know the basic rules of keeping safe online when using digital devices</p>	 <p><b>Want to play trucks?</b> (Ann Stott &amp; Bob Graham) <b>Focus: find ways to play together</b></p>  <p><b>Errol's Garden</b> (Gillian Hibbs) <b>Focus: Find ways to work together</b></p>	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p> <ul style="list-style-type: none"> <li>•Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling, and what they might be thinking.</li> <li>•Ask parents/carers to try and have a family meal together.</li> </ul> <p>Ask parents to make lintern promises with their children 'This week I will try to ... '(one side child, other side parent).</p> <p>Discuss how we can 'care for the planet' in some way.</p> <p>Invite someone to talk about recycling.</p>
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<p><b>RSHE/PSHE opportunities for pupils:</b>  <b>Children are able to:</b>  <b>Know they are created and loved by God</b>  Learn about rules for and ways of keeping physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment)</p> <p><b>Know they are created to live in our society and the wider world</b>  Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)</p> <p><b>Know they are created to love others</b>  Learn how to communicate feelings to others, recognize how others show feelings and how to respond.  Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings.  Learn that people's bodies and feelings can be hurt.</p> <p><b>Know they are created to live in our society and the wider world</b>  Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene.</p> <p><b>Know that they are created and loved by God.</b>  Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends &amp; pets and losing toys etc.)</p>				<p><b>BOOKS</b>  Links to all Helen Stephens books  <a href="http://www.helenstephens.com/pages/books.htm">http://www.helenstephens.com/pages/books.htm</a>  Pink - Lynne Richards  How to heal a broken wing - Bob Graham  ABC UK - James Dunn  Wizard of Oz – Frank L. Baum  Tidy Titch – Pat Hutchins  Seven Ways to Catch the Moon – M.P.Robertson  Fireman Sinead – Anna Donovan</p> <p><b>BOOKS</b>  The Surprise Party - Pat Hutchins  I Want My Dinner - Tony Ross  The Rainbow Fish - Marcus Pfister</p> <p><b>BOOKS</b>  Ruby Flew Too - Jonathan Emmett  Oliver's Vegetables – Alison Bartlett and Vivian French  The Tiny Seed – Eric Carle  Jack &amp; The Beanstalk – Various  Titch – Pat Hutchins  Ten Seeds – Ruth Brown  And then it's Spring – Julie Fogliano  Amazing Grace – Mary Hoffman  Something Special – Nicola Moon</p>	

SUMMER TERM Year 1					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.

<p><b>Pentecost- Serving Holidays &amp; holydays: Do we need holidays and Holydays?</b> Pentecost: feast of the Holy Spirit</p> <p><b>Reconciliation- Inter-relating Being sorry: Why should we be sorry?</b> God helps us to choose well - Sacrament of Reconciliation</p> <p><b>Universal Church- World Neighbours: Who is my neighbour?</b> Neighbours share God's world</p>	<p><b>PSHE- Physical health mental well being</b> Keeping healthy; food and exercise, hygiene routines; sun safety</p> <p><b>PSHE- Growing and changing</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p> <p><b>PSHE- Keeping safe</b> How rules and age restrictions help us; keeping safe online</p>		<p>Know how to maintain personal hygiene, keep healthy and stay safe, Recognise how our families keep us healthy, including physical, mental and spiritual health</p> <p>Recognise that family and friends care for each other Understand why our families set rules/regulations/boundaries for children to follow to stay safe</p> <p>Appreciate relationships: family and friends and how they work together, share, share feelings and talk, play together and pray together know that saying sorry is important identify and share their feelings with others and develop an ability to deal with their emotions</p> <p>Appreciate that life is precious &amp; a gift from God identify and value similarities and differences between people</p>	 <p><b>My World, Your World</b> (Melanie Walsh)</p> <p><b>Focus: understand we share the world with lots of people</b></p>  <p><b>Hair, It's a family affair</b> (Mylo Freeman)</p> <p><b>Focus: I am proud to be me</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>•Send home some 'sorry' prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Ask parents / carers to talk to their children about the different gifts of family members.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created to love others:</b> Learn to recognize when people are being unkind either to them or to others, how to respond who to tell and what to say. Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises.</p> <p><b>Know they are created to love others</b> Learn to recognise how their behaviour affects others</p> <p><b>Know that they are created to live in our society and the wider world.</b> Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them.</p>			<p><b>BOOKS</b> Tom Rabbit - Martin Waddell Time for bed - Mem Fox Be Gentle - Virginia Miller Dinosaur Friends – Paul Stickland The Very Worst Monster – Pat Hutchins Gorilla – Anthony Browne Dogger – Shirley Hughes 'Friends' by Elizabeth Jenkins - in Poems for Thinking- Robert Fisher</p> <p><b>BOOKS</b> I didn't do it! - Sue Graves Toot &amp; Puddle 'You are my Sunshine' - Holly Hobbie Days with Frog and Toad – Arnold Lobel A Sick Day for Amos McGee - Philip C. Stead George and Martha – James Marshall Friends – Rob Lewis</p> <p><b>BOOKS</b> Where We Live - Valerie Guin Through My Window - Tony Bradman</p>		



	Look Inside Our World – Usborne Books The Wump World – Bill Peet The Curious Garden - Peter Brown Farewell to Shady Glade – Bill Peet
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AUTUMN TERM Year 2					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love We meet God's love in the community To describe how we are growing and developing in diverse communities that are God-given  Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Domestic church- Family Beginnings: Who made the world and everything in it?</b> Pupils will know and understand the many beginnings each day offers and that God is present in every beginning.</p> <p><b>Baptism/ confirmation- belonging Signs and Symbols: Are signs and symbols important?</b> Know and understand the signs and symbols of Baptism</p> <p><b>Advent/ Christmas- loving Preparations: Do we need to prepare?</b> Advent preparing to welcome Jesus</p>	<p><u>PSHE- Families and Friendships</u> Making friends; feeling lonely and getting help</p> <p><u>PSHE- Safe Relationships</u> Managing secrets; resisting pressure and getting help; recognizing hurtful behaviour</p> <p><u>PSHE- Respecting ourselves and others</u> Recognising things in common and differences;</p>	<p><b>Notice that animals including humans have offspring which grow into adults. Find out and describe the basic needs of animals including humans for survival (water, food, air)</b></p> <p><b>Describe the importance for humans to exercise, eating the right amounts of different foods and hygiene.</b> Focus on growth, pupils should not be expected to understand how reproduction occurs.</p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body Include genitals if, when consulted with parents, it is agreed to do so. Recognise themselves as male and female Learn how to improve personal hygiene</p> <p>Know that they are made by God and precious Recognise they all are part of God's family and value themselves and others as God's children. Recognise they belong to a family. Know that families should be special and understand that family members should care for each other and share.</p> <p>Know that there are different types of families <b>Most families consist of mother, father &amp; children but not all families are like this.</b> Recognise the roles of individuals within the family challenging stereotypes. Know that secure loving relationships within the family are important Recognise they are created by God</p>	 <p><b>The Great Big Book of Families (Mary Hoffman and Ros Asquith)</b></p> <p><b>Focus: understand what diversity is</b></p>  <p><b>Can I join your club? (John Kelly and Steph Laberis)</b></p> <p><b>Focus: welcome</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Toby is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. My Nan is special because</p> <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p> <p>Ask different workers in the community to speak to pupils, e.g. PCSO/Community Constable, School Nurse, Local fire brigade or a CAFOD worker</p> <p>Visit from 'Bullybusters' to take to the children during Anti-bullying</p>

	<p>playing and working co-operatively; sharing opinions</p>		<p>Recognise that babies have special needs Know about rituals that mark and celebrate birth and belonging to a community Become aware of the school as a caring community</p> <p>Recognise what makes us feel safe in our wider families, friendships and wider communities</p> <p>Know who they would go to if they were worried either about themselves or about another person and when it is not right to keep a secret.</p> <p>Recognise that their feelings and actions affect other people Listen and cooperate with others Know how to ask for help when needed</p> <p>Recognise and deal with feelings in a positive way</p>	<p><b>different people</b></p>	<p>week</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b> <b>So Children are able to:</b> <b>Know they are created to live in our society and the wider world</b> That they belong to various groups as communities such as home, school and parish. Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.</p> <p><b>Know they are created to love others</b> To identify and respect the similarities and differences between people. Learn to recognise likes and dislikes, make informed choices and recognise consequences. Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK &amp; I WILL TELL)</p> <p><b>Know they are Created &amp; Loved by God</b> Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.</p> <p><b>Know they are created to love others</b> Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or witness it.</p> <p><b>Know they are created to live in our society and the wider world</b> Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others e.g washing hands.</p>			<p><b>BOOKS</b> Clarice Bean That's Me - Lauren Child Amazing Grace - Mary Hoffman The Arrival – Shaun Tan Everybody was a baby once and other poems – Allan Ahlberg Through my Window – Tony Bradman Croc and Bird - Alexis Deacon Owl Babies - Martin Waddell This is the Bear and the Scary Night - Sarah Hayes Clever Sticks - Bernard Ashley We're Going on a Bear Hunt – Michael Rosen Billy and Belle – Sarah Garland All the Colours of the Earth – Sheila Hamanaka Katie Morag and the Tiresome Ted – Mairi Hedderwick This is the Bear and the Scary Night – Sarah Hayes</p> <p><b>BOOKS</b> This is our house - Michael Rosen The surprise party- Pat Hutchins Best of friends - Shen Rodie Just a little bit – Emile Jadoul Wonder Goal – Michael Foreman This is our house - Michael Rosen The surprise party- Pat Hutchins The Rainbow Fish – Marcus Pfister Frog and Toad are Friends – Arnold Lobel Mr Gumpy's Outing – John Burningham Best Friends for Francis – Russell Hogan Katie Morag and the Two Grandmothers – Mairi Hedderwick When Mum Turned into a Monster – Joanna Harrison</p>		


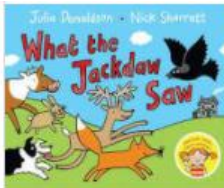


	<b>BOOKS</b> What will I be? - Dawn Allette Pass it Polly - Sarah Garland Wonder Goal – Michael Foreman The Scallywags – David Melling Tusk Tusk – David McKee Yes I can be Healthy - Emma Brownjohn The Wild Washerwomen – John Yeoman & Quentin Blake The Pig in a Wig – Alan MacDonald Frog and the Stranger – Max Velthuijs What do We Think About Bullying? – Jillian Powell
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SPRING TERM Year 2					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Local church- Community Books: Why do we need books?</b> Pupils will know and understand about the different books used at home and in school and the books used in Church on Sunday.</p> <p><b>Eucharist- Relating Thanksgiving: Why should we be grateful to people?</b> Mass a special time for saying thank you to God for everything, especially Jesus</p> <p><b>Lent/Easter- Giving Opportunities: How does each day offer opportunities to do good?</b></p>	<p><b>PSHE- Belonging to a community</b> Belonging to a group; roles and responsibilities; being the same and different in the community</p> <p><b>PSHE- Media literacy and digital resilience</b> The internet in everyday life; online content</p> <p><b>PSHE- Money and work</b> What money is; needs and wants; looking after money</p>		<p>Know and understand the virtues essential to friendship e.g. loyalty, responsibility, forgiveness and being forgiven</p> <p>Look at how to keep themselves safe online at home, at school and with our friends Understand that the information we see online may not always be true.</p> <p>Help others make and keep friends Know how to take care of others</p> <p>Recognise the need for personal privacy</p> <p>Recognise the difference between being alone and being lonely</p> <p>Understand that their bodies are special and develop ways to protect and respect them</p> <p>Be able to talk about how their behaviour and feelings can affect the behaviour and feelings of others</p>	 <p><b>How to be a lion (Ed Vere)</b></p> <p><b>Focus: to have self confidence</b></p> 	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA, Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p> <p>Ask children to watch</p>


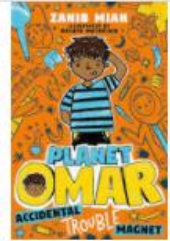
<p>Lent: an opportunity to start anew in order to celebrate Jesus' new life</p>			<p>Appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p>	<p><b>Amazing (Steve Anthony)</b></p> <p><b>Focus: To think about what makes a good friend</b></p>	<p>closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p> <p>Ask parents to make lantern promises with their children 'This week I will try to ...' (one side child, other side parent).</p> <p>Discuss how we can care for the planet' in some way.</p> <p>Invite someone to talk about recycling.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created and loved by God</b> Learn about rules for and ways of keeping physically and emotionally safe (inc.online safety, responsible use of ICT, safety in the environment)</p> <p><b>Know they are created to live in our society and the wider world</b> Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)</p> <p><b>Know they are created to love others</b> Learn how to communicate feelings to others, recognise how others show feelings and how to respond. Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings. Learn that people's bodies and feelings can be hurt.</p> <p><b>Our Lives (Drugs Education – medicines and safety)</b></p>				<p><b>BOOKS</b> Links to all Helen Stephens books <a href="http://www.helenstephens.com/pages/books.htm">http://www.helenstephens.com/pages/books.htm</a> Pink - Lynne Richards How to heal a broken wing - Bob Graham ABC UK - James Dunn Wizard of Oz – Frank L. Baum Tidy Titch – Pat Hutchins Seven Ways to Catch the Moon – M.P.Robertson Fireman Sinead – Anna Donovan</p> <p><b>BOOKS</b> Ruby Flew Too - Jonathan Emmett Oliver's Vegetables – Alison Bartlett and Vivian French The Tiny Seed – Eric Carle Jack &amp; The Beanstalk – Various Titch – Pat Hutchins Ten Seeds – Ruth Brown And then it's Spring – Julie Fogliano</p>	

<p>Learn that all medicines are drugs but not all drugs are medicines  Learn basic road safety rules  Investigate the ways in which exercise and rest help develop healthy bodies  Learn how to make simple choices that improve their health and well-being</p> <p><b>Know they are created to live in our society and the wider world</b>  Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene.</p> <p><b>Know that they are created and loved by God.</b>  Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends &amp; pets and losing toys etc.)</p>	<p>Amazing Grace – Mary Hoffman  Something Special – Nicola Moon</p>
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SUMMER TERM Year 2					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Pentecost- Serving</b>  <b>Spread the word: Why should we spread the Good News?</b>  Pentecost - a time to spread the Good News of Jesus</p> <p><b>Reconciliation- Inter-relating</b>  <b>Rules: Do we need rules?</b>  Reasons for rules in the Christian  Family. Sacrament of reconciliation</p> <p><b>Universal Church World Treasures</b>  <b>Is God’s world a treasure?</b>  How we should Treasure God’s wonderful world.</p>	<p><b>PSHE- Physical health</b>  <u>mental well being</u>  Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>PSHE- Growing and changing</b>  Growing older; naming body parts; moving class or year</p> <p><b>PSHE- Keeping safe</b>  Safety in different environments; risk and safety at home; emergencies</p>		<p>Understand how to treat themselves and others with mutual respect and dignity  Recognise that different individuals enrich our communities and we should respect and celebrate diversity  Recognise, name and deal with their feelings in a positive way</p> <p>Identify people who can keep them safe  Know how to ask for help  Identify times when they need adult support  Know how to consider safe and unsafe choices</p> <p>Be able to talk about their emotions  Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations</p> <p>Show an awareness of what is harming our world and ways we can work together to stop it.  Make links to Laudato Si/ Earth day and how we have been called to take care of our common home.</p>	 <p><b>All are welcome</b>  (Alexandra Penfold and Suzanne Kaufman)</p> <p><b>Focus: to know I belong</b></p>  <p><b>What the Jackdaw</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>Send home some ‘sorry’ prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Ask parents / carers to talk to their children about the different gifts of family members.</p>

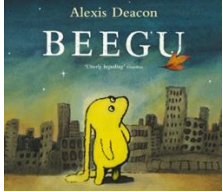

				<p><b>saw</b> (Julia Donaldson and Nick Sharratt)</p> <p><b>Focus: To communicate in different ways</b></p>	
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created to love others</b> Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises.</p> <p><b>Our Lives difference and Diversity)</b> Recognise the need to co-operate in work and play Provide opportunities to explore celebrations in different cultures Appreciate that advertising is part of contemporary life and its effects on our way of life</p> <p><b>Know they are created to love others</b> Learn to recognise how their behaviour affects others.</p> <p><b>Know that they are created to live in our society and the wider world.</b> Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them. <b>Environment</b> Begin to appreciate their responsibility for the world investigate things which improve or harm the local and national environment and the things people do to care for it. Recognise that some of the earth's resources are finite and therefore must be used responsibly by all of us</p> <p><b>Money Management</b> Know that money comes from different sources and can be used for different purposes</p>				<p><b>BOOKS</b> Tom Rabbit - Martin Waddell Time for bed - Mem Fox Be Gentle - Virginia Miller Dinosaur Friends – Paul Stickland The Very Worst Monster – Pat Hutchins Gorilla – Anthony Browne Dogger – Shirley Hughes 'Friends' by Elizabeth Jenkins - in Poems for Thinking- Robert Fisher</p> <p><b>BOOKS</b> We are Britain – Benjamin Zephaniah Billy and Belle – Sarah Garland Little Rabbit FooFoo – Michael Rosen The Lie Detector – Susan Gates Willy the Wimp – Anthony Browne Jess Was the Brave One – Jean Little Wonderful Earth – Nick Butterworth The Creation – Brian Wildsmith</p>	

AUTUMN TERM Year 3					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	<p><b>Journey in Love</b> <b>How we live in love</b> To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe</p> <p><b>Children will:</b></p>	<p><b>EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)</b></p>	<p><b>Parents/Carers/Community. You could.</b></p>

<p><b>Domestic Church Family Homes- What makes a house a home?</b> God's dream for every family.</p> <p><b>Baptism/confirmation- belonging Promises: Why make promises?</b> Promises made at Baptism</p> <p><b>Advent/ Christmas- Loving Visitors: Are visitors always welcome?</b> Advent a time where we are waiting for the coming of Jesus.</p>	<p><b>PSHE- Families and Friendships</b> What makes a family; features of family life</p> <p><b>PSHE- Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>PSHE- Respecting ourselves and others</b> Recognising respectful behavior; the importance of self-respect; courtesy and being polite</p>	<p><b>Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</b></p> <p>Pupils should learn the importance of nutrition and should be introduced to the main body parts associated with skeleton and muscles finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>Describe and give reasons how friendships make us feel happy and safe</p> <p>Know and understand the virtues essential to friendship e.g. loyalty, responsibility, forgiveness and being forgiven</p> <p>Recognise why friendships can break down, how they can be repaired and strengthened</p> <p>Explore the expressions of love and joy in a family Explore the sacrament of marriage as an expression of love</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p> <p>Investigate why parents need to care for their families</p> <p>Investigate what is meant by relationships within families Learn to value themselves as children of God Explore rituals celebrated in church, marking birth, marriage and death</p> <p>Understand that their bodies are special and develop ways to protect and respect them</p> <p>Explore ways in which their actions and others can spoil loving family relationships</p> <p>Investigate what is meant by relationships with families</p> <p>Explore ways in which their actions and others can spoil loving family relationships</p>	 <p><b>This is our house</b> (Michael Rosen)</p> <p><b>Focus: understand what discrimination means</b></p>  <p><b>Planet Omar</b> (Zanib Main)</p> <p><b>Focus: To consider living in Britain today</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because</p> <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p> <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p> <p>Visit from 'Bullybusters' to take to the children during Anti-bullying week</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b> <b>Children are able to:</b> <b>Know that they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others. That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (see protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family. To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so.</p>				<p><b>BOOKS</b></p> <p>Grandpa Chatterji – Jamila Gavin Grandpas' Indian Summer – Jamila Gavin The Angel of Nitshill Road - Anne Fine</p> <p><b>BOOKS</b></p> <p>Town Mouse and Country Mouse – Traditional tale Fourteen Rats and a Rat Catcher – Tamasin Cole Voices in the Park – Anthony Browne Sitting Ducks – Michael Bedard Something Else – Kathryn Cave &amp; Chris Riddell</p>	

<p><b>Our Lives</b> Understand that they grow and change throughout life. Learn about what makes a healthy life-style, including the benefits of healthy eating and how to make informed choices. Learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread.</p> <p><b>Know they are created to love others</b> What being part of a community means and about the various institutions which support locally and nationally</p> <p><b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p> <p><b>Know that they are created to love others.</b> About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. Know they are created to live in our society and the wider world. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</p> <p><b>Created to live in our society and the wider world.</b> That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p>The Emperor's Egg – Martin Jenkins</p> <p><b>BOOKS</b></p> <p>Taller than Before – Bernard Ashley Willy The Champ – Anthony Browne Bullies at School – Theresa Breslin Bernard's Gang – Dick Cate Secret Friend – Pete Johnson Let's Talk About Bullying – Angela Grunsell</p>
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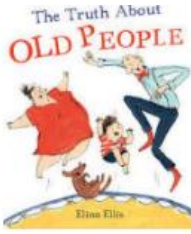
SPRING TERM Year 3					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Com munity. You could.

<p><b>Local church- Community Journeys: Is life a journey?</b> Exploring a Christian family's journey with Jesus.</p> <p><b>Eucharist- Relating Listening &amp; Sharing- What's so important about listening and sharing?</b> Jesus gives himself to us in a special way.</p> <p><b>Lent/Easter- Giving Giving all: What makes some people give everything for others?</b> A time to remember Jesus' total giving.</p>	<p><b>PSHE- Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>PSHE- Media literacy and digital resilience</b> How the internet is used; assessing information online</p> <p><b>PSHE- Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p>		<p>Understand the importance of honesty and self-discipline</p> <p>Recognise that relationships are built on mutual respect and a healthy relationship is positive and welcoming.</p> <p>Be able to talk about how their behaviour and feelings can affect the behaviour and feelings of others</p> <p>Begin to understand how healthy friendships help us become compassionate and develop the ability to empathise with others</p> <p>Appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p>	 <p><b>Beegu</b> (Alexis Deacon)</p> <p><b>Focus: to be welcoming</b></p>  <p><b>The Hueys in the New Jumper</b> (Oliver Jeffers)</p> <p><b>Focus: use strategies to help someone who feels different</b></p>	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p> <p>Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p> <p>Ask parents to make lantern promises with their children 'This week I will try to ... '(one side child, other side parent).</p> <p>Discuss how we can care for the planet' in some way.</p>
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					Invite someone to talk about recycling.
<p><b>RSHE/PSHE opportunities for pupils to:</b>  <b>Children are able to:</b>  <b>Know they are created to love others</b>          There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</p> <p><b>Citizenship and democracy</b>          Explore the qualities that make a good community          That there are different kinds of responsibilities, rights and that these can sometimes conflict          To recognise the role of community, voluntary and pressure groups          Explore why and how rules and laws are made and enforced and why different rules are needed in different situations          Become aware of school rules about health and safety, understand what democracy is, and about the basic institutions that support it locally and nationally.</p> <p><b>Created to live in our society and the wider world</b>          To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong          To differentiate between the terms risk, danger and hazard          What positively and negatively affects their physical, mental and emotional health (including the media)</p> <p><b>Our Lives (Drugs Education – tobacco education)</b>          Become aware of substances which harm the body          Become aware of choices they can make to protect their bodies          Understand which commonly available substances and drugs are legal and illegal, their effects and risks.</p> <p><b>Created to live in our society and the wider world</b>          How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.          About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p>				<p><b>BOOKS</b>          Lazy Jack – Tony Ross          Oscar Got the Blame – Tony Ross          Sitting Ducks – Michael Bedard          Mr Cool – Jacqueline Wilson</p> <p><b>BOOKS</b>          I'm Coming to Get You – Tony Ross          The Egg – M.P. Robertson          Gordon's Got a Snookie – Lisa Shannahan &amp; Wayne Harris          The Golden Bird – Bertie Doherty</p>	

SUMMER TERM Year 3					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.



<p><b>Pentecost- Serving Energy: What's the use of energy?</b> Gifts of the Holy Spirit</p> <p><b>Reconciliation- Inter-relating Choices: What helps me to choose well?</b> The importance of examination of conscience – Sacrament of Reconciliation</p> <p><b>Universal Church- World Special Places: What makes a place special?</b> Holy places for Jesus and the Christian</p>	<p><b>PSHE- Physical health mental well being</b> Health choices and habits; what affects feelings; expressing feelings</p> <p><b>PSHE- Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks</p> <p><b>PSHE- Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>		<p>Explore the ways in which feelings affect, and are affected by actions</p> <p>Be able to talk about their emotions Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations</p> <p>Celebrate the joy and happiness of living in friendship with God and others, including the sacrament of Reconciliation</p>	 <p><b>We're all wonders</b> (R. J. Palacio)</p> <p><b>Focus: understand what a bystander is</b></p>  <p><b>The truth about old people</b> (Elina Ellis) <b>Focus: To recognise a stereotype</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>Send home some 'sorry' prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Ask parents/carers to talk to their children about the different gifts of family members.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b> <b>Children are able to:</b></p> <p><b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</p> <p><b>Created to live in our society and the wider world</b> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p><b>Our Lives (Difference and Diversity)</b> Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities Be aware of the importance of working together as part of a community Develop an appreciation of their own cultures and identify some significant elements in them to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Explore how the media present information</p>				<p><b>BOOKS</b></p> <p>Badger's Parting Gifts – Susan Varley Get Lost Laura – Jennifer Northway Goodbye Mog – Judith Kerr Fred – Posy Simmonds Lovely Old Roly – Michael Rosen Up in Heaven – Emma Chichester Clark</p> <p><b>BOOKS</b></p> <p>Billy and Belle – Sarah Garland The window – Jeannie Baker House for Sale – Roderick Hunt Ginger – Charlotte Voake Sam's Duck – Michael Morpurgo Cliffhanger – Jacqueline Wilson Journey to Jo'burg Changes – Anthony Browne</p>	


**Know that they are created to live in our society and the wider world.**


To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  
To know that there are some cultural practices which are against British law and universal rights

**Environment**


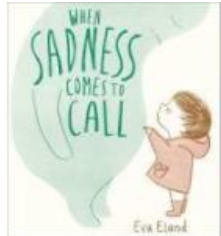
Explore ways in which people affect the environment  
Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment  
Explore ways in which they are responsible for their own environments, including the development of sensible road use

**AUTUMN TERM Year 4**

Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love <b>God loves us in our differences</b> To make links and connections to show we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change  <b>Children will:</b>	EQUALITY – Opportunities to use resources from “No Outsiders in our School” programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Domestic church- Family People: Where do I come from?</b> The family of God in Scripture</p> <p><b>Baptism/confirmation- belonging Called: What does it mean to be called and chosen?</b> Confirmation: A call to witness</p> <p><b>Advent/Christmas loving Gift: What's so special about gifts?</b> God's gift of love and friendship in Jesus.</p>	<p><u><b>PSHE- Families and Friendships</b></u> Positive friendships, including online</p> <p><u><b>PSHE- Safe relationships</b></u> Responding to hurtful behavior; managing confidentiality; recognising risks online</p> <p><u><b>PSHE- Respecting ourselves and others</b></u> Respecting differences and similarities; discussing difference sensitively</p>	<p><b>Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans</b> <b>Identify the different types of teeth in humans and their simple functions</b> <b>Construct and interpret a variety of food chains, identifying producers, predators and prey.</b></p>	<p>Know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we grow and change.</p> <p>Describe how we should treat others making links with the diverse modern society we live in Learn about themselves as a child of God and their body as God's gift to them.</p> <p>Know that each person, made in the image and likeness of God, has special qualities and gifts to contribute to community living.</p> <p>Recognise ways we are different: physically, mentally, culturally, biologically, ethnically and in religious beliefs</p>	 <p><b>Dogs don't do ballet (Anna Kemp and Sara Ogilvie)</b></p> <p><b>Focus: know when to be assertive</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Toby is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. My Nan is special because</p> <p>Ask different workers in the community to speak to pupils, e.g. Community</p>

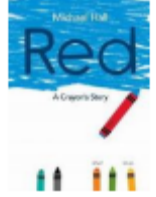

			<p>Explore their family responsibility towards the relationship within the family</p> <p>Be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships</p> <p><b>Our Lives – being healthy and preparing for puberty</b> Explore how to maintain a healthy body by a balanced diet Understand what makes a healthy lifestyle, exercise, healthy eating and how to make informed choices</p>	 <p><b>Aalfred and Aalbert (Morag Hood)</b></p> <p><b>Focus: to find common ground</b></p>	<p>Constable, School Nurse, Justice &amp; Peace group or a CAFOD worker</p> <p>Visit from 'Bullybusters' to take to the children during Anti-bullying week</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others That differences arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family To be aware that marriage is commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people. Know they are created to live in our society and the wider world. To judge what kind of physical contact is acceptable or unacceptable and how to respond. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) how to respond and ask for help. To recognise their increasing independence brings increased responsibility to keep themselves and others safe. To recognise ways in which relationships can be unhealthy and who to talk to if they need support. To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</p> <p><b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p> <p><b>Our Lives</b> That bacteria and viruses can affect health and that following simple routines can reduce their spread</p>				<p><b>BOOKS</b></p> <p>Grandpa Chatterji – Jamila Gavin Grandpas' Indian Summer – Jamila Gavin The Angel of Nitshill Road - Anne Fine</p> <p><b>BOOKS</b></p> <p>Town Mouse and Country Mouse – Traditional tale Fourteen Rats and a Rat Catcher – Tamasin Cole Voices in the Park – Anthony Browne Sitting Ducks – Michael Bedard Something Else – Kathryn Cave &amp; Chris Riddell The Emperor's Egg – Martin Jenkins</p> <p><b>BOOKS</b></p> <p>Taller than Before – Bernard Ashley Willy The Champ – Anthony Browne Bullies at School – Theresa Breslin Bernard's Gang – Dick Cate Secret Friend – Pete Johnson Let's Talk About Bullying – Angela Grunsell</p>	

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SPRING TERM Year 4					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Local church- Community Community: What makes ‘community’?</b> Life in the local Christian community: ministries in the parish.</p> <p><b>Eucharist- relating Giving and Receiving: What’s more important – giving or receiving?</b> Living in communion</p> <p><b>Lent/Easter- Giving Self-Discipline: Is self-discipline important in life?</b> Celebrating growth to a new life</p>	<p><b>PSHE- Belonging to a community</b> What makes a community; shared responsibilities</p> <p><b>PSHE- Media literacy and digital resilience</b> How data is shared and used</p> <p><b>PSHE- Money and work</b> Making decisions about money; using and keeping money safe</p>		<p>Describe how we should treat others making links with the diverse modern society we live in</p> <p>Celebrate the innate beauty and uniqueness of each of us</p>	 <p><b>Along came a different (Tom McLaughlin)</b></p> <p><b>Focus: to help someone accept difference</b></p>  <p><b>When Sadness comes to call (Eva Eland)</b></p> <p><b>Focus: to look after</b></p>	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a ‘Mission Together’ celebration.</p> <p>Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try</p>

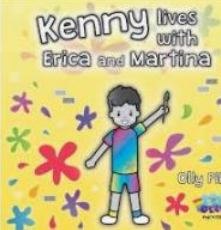
				<p><b>my mental health</b></p> <p>and have a family meal together.</p> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p> <p>Ask parents to make lantern promises with their children 'This week I will try to ...' (one side child, other side parent).</p> <p>Discuss how we can 'care for the planet' in some way.</p> <p>Invite someone to talk about recycling.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created to love others</b> There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</p> <p><b>Created to live in our society and the wider world</b> To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard What positively and negatively affects their physical, mental and emotional health (including the media) How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p><b>Our Lives (Drugs education – alcohol education)</b> Investigate ways that harmful substances can enter the body Continue the awareness of ways to protect their body from harmful substances Know which commonly available substances and drugs are legal and illegal and their effects and risks Learn what makes a healthy lifestyle, exercise, healthy diet, and how to make informed choices</p>				<p><b>BOOKS</b> Lazy Jack – Tony Ross Oscar Got the Blame – Tony Ross Sitting Ducks – Michael Bedard Mr Cool – Jacqueline Wilson</p> <p><b>BOOKS</b> I'm Coming to Get You – Tony Ross The Egg – M.P. Robertson Gordon's Got a Snookie – Lisa Shannahan &amp; Wayne Harris The Golden Bird – Bertie Doherty</p>

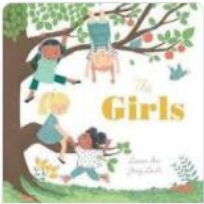
SUMMER TERM Year 4					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our	Parents/Carers/C ommunity. You could.

				<b>School “ programme of Study – Andrew Moffatt (Through GR or English)</b>	
<p><b>Pentecost- Serving New life: What’s so important about new life?</b> To live and hear the Easter message.</p> <p><b>Reconciliation- Inter-relating</b> <b>Building bridges: Why are bridge builders important in life?</b> Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation</p> <p><b>Universal Church- World God’s People: Why do some people do extraordinary things?</b> Different Saints show people what God is like.</p>	<p><b>PSHE- Physical health mental well being</b> Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b>PSHE- Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>PSHE- Keeping safe</b> Medicines and household products; drugs common to everyday life</p>		<p>Describe how we should all be accepted and respected</p> <p>Recognise how we can contribute to society to make it better</p> <p>Deepen their appreciation of the place of the sacrament of Reconciliation in their lives</p>	 <p><b>Red: A Crayon’s Story (Michael Hall)</b></p> <p><b>Focus: to be who I want to be and be proud of who I am</b></p>  <p><b>Julian is a mermaid (Jessica Love)</b></p> <p><b>Focus: to show acceptance</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>Send home some ‘sorry’ prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Offer children the chance to attend a service of Reconciliation.</p> <p>Ask parents / carers to talk to their children about the different gifts of family members.</p>
<p><b>RSHE/PSHE opportunities for pupils to: Children are able to:</b> <b>Created to live in our society and the wider world</b> The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom To know that there are some cultural practices which are against British law and universal rights To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p>				<p><b>BOOKS</b></p> <p>Badger’s Parting Gifts – Susan Varley Get Lost Laura – Jennifer Northway Goodbye Mog – Judith Kerr Fred – Posy Simmonds Lovely Old Roly – Michael Rosen Up in Heaven – Emma Chichester Clark</p> <p><b>BOOKS</b></p> <p>Billy and Belle – Sarah Garland The window – Jeannie Baker Changes – Anthony Browne House for Sale – Roderick Hunt</p>	

<p><b>Our Lives (Difference and Diversity)</b>          Explore and value the differences of individuals in their communities          Learn about the range of jobs carried out by people they know          Investigate people's reactions to differences e.g. of talents, looks, cultures.          Become aware of the consequences of anti-social behaviour, such as bullying, teasing and racism.          Explore the consequences of anti-social behaviour on individuals and communities          Identify ways in which people in our world depend on each other think about lives of people living in other places and times and people with different values and customs          Investigate community life in a 'developing world' area          Learn that difference and similarities between people arise from a number of factors, cultural, ethnic, racial, religious, gender and disability</p> <p><b>Environment</b>          Explore ways in which their actions affect the environment and how they can work with others to preserve the environment</p>	<p>Cliffhanger – Jacqueline Wilson          Journey to Jo'burg – Beverly Naidu</p>
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**AUTUMN TERM Year 5**

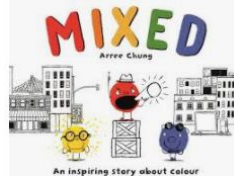
<b>Come and See Topics</b>	<b>PSHE Curriculum</b>	<b>Links to Science Curr (Statutory curriculum in Bold)</b>	<b>Journey in Love God loves us in our changing and developing</b> Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty- sensitivity, mood swings, anger, boredom etc and grow further in recognising Go's presence in our daily lives  <b>Children will:</b>	<b>EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)</b>	<b>Parents/Carers/Community. You could.</b>
<p><b>Domestic church- Family-Ourselves: Who am I?</b>            Created in the image and likeness of God</p> <p><b>Baptism/confirmation- belonging Life Choices: Is commitment important?</b>            Marriage, commitment and service</p> <p><b>Advent/ Christmas Loving Hope: What does it mean to live in hope?</b>            Waiting in joyful hope for</p>	<p><u><b>PSHE- Families and Friendships</b></u>            Managing friendships and peer influence</p> <p><u><b>PSHE- Safe relationships</b></u>            Physical contact and feeling safe</p> <p><u><b>PSHE- Respecting ourselves and others</b></u>            Responding respectfully to a wide range of people; recognising prejudice and discrimination.</p>	<p>Describe the life process of reproduction in some plants and animals</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals</p> <p>They might observe changes in an animal over a period of time for example hatching chicks and compare</p>	<p>Show knowledge and understanding of emotional relationship changes as we grow and develop</p> <p>Consider how to recognise and report feelings of feeling unsafe, threatened, anxious due to the way you are being treated by an adult.</p> <p>Explore ways to reflect God's unconditional love in their lives. Reflect on personal responsibility for maintaining good relationships</p> <p>To show knowledge and understanding of the physical changes in puberty</p> <p>Explore what makes them special</p> <p>Explore the marriage liturgy, especially</p>	 <p><b>Kenny lives with Erica and Martha (Olly Pike)</b></p> <p><b>Focus: to consider consequences</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Toby is special because...'</p> <p>Invite each child to prepare a 'leaf' for parents / carers e.g. My Nan is special because</p> <p>Ask different workers in the community to speak to pupils, e.g. PCSO/Community Constable, School Nurse, Local fire brigade or a CAFOD</p>



<p>Jesus; the promised one.</p>		<p>how different animals reproduce and grow</p> <p>Pupils should be taught to describe the changes as humans develop to old age. They should learn about the changes experienced in puberty</p>	<p>the parents' responsibility towards children as expressed through the vows of Christian marriage</p> <p>Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships</p> <p>Explore the meaning of prejudice and how it can be expressed Investigate ways in which the community deals with prejudice Appreciate the range of national, regional, religious and ethnic identities within the UK Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic/racial, religious diversity, gender or disability</p> <p>Explore ways to reflect</p> <p>Explore ways of dealing with broken relationships and bringing about reconciliation</p>	 <p><b>The Girls (Lauren Ace and Jenny Lovlie)</b></p> <p><b>Focus: to explore friendship</b></p>	<p>worker</p> <p>Visit from 'Bullybusters' to take to the children during Anti-bullying week</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Know they are created to love others</b></p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. (See protected characteristics of the Equality Act 2010)</p> <p>To be aware of different types of relationships including those between acquaintances, friends, relatives and family</p> <p>To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</p> <p>What being part of a community means and about the various institutions which support locally and nationally.</p> <p>About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</p> <p>Know they are created to live in our society and the wider world</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) and how to respond and ask for help.</p> <p>To recognise their increasing interdependence brings increased responsibility to keep themselves and others safe</p> <p>To recognise ways in which relationships can be unhealthy and who to talk to if they need support</p> <p>To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</p> <p>.</p> <p><b>Know they are created to live in our society and the wider world.</b></p> <p>Why and how rules and laws that protect themselves and others are made and enforced.</p> <p>Why different rules are needed in different situations and how to take part in making and changing those.</p> <p>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p>				<p><b>BOOKS</b></p> <p>Refugee Boy – Benjamin Zephaniah</p> <p>I Come From ..... Series Franklin Watts</p> <p>Goodnight Mr Tom – Michelle Magorian</p> <p>Journey to the Rover Sea – Eva Ibbotson</p> <p>Weslandia – Paul Fleischman</p> <p>The Lost Thing – Shaun Tan</p> <p><b>BOOKS</b></p> <p>Angry Arthur – Hiawyn Oram &amp; Satoshi Kitamura</p> <p>Where the Wild Things Are – Maurice Sendak</p> <p>Tusk Tusk – David McKee</p> <p>A Pig is Moving in – Claudia Fries</p> <p>The Tunnel – Anthony Browne</p> <p>Ian's Walk – Laurie Lears</p> <p>It is a puzzle – from Please Mrs Butler Poetry Allan Ahlberg</p> <p><b>BOOKS</b></p> <p>We're talking about : Bullying - Anne Charlish</p> <p>Bad Girls – Jacqueline Wilson</p> <p>Secret Friends – Elizabeth Laird</p> <p>The Travelling People – Anthea Womington, Sian Newman, Chris Lilly</p> <p>Cat's Eye – Margaret Atwood</p> <p>Blubber – Judy Blume</p> <p>Ganging –Up – Alan Gibbons</p>	




<p>That bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p><b>Our Lives (Difference and Diversity)</b>          Consider the experiences and lives of other people living in other places/times and with different values and customs          Reflect on social, moral and cultural issues using imagination, to consider the experience of others          Develop an understanding and respect for the beliefs and cultures of others          Appreciate the diversity of national, regional, religious and ethnic identities in the UK.</p>	<p>Way Home – Libby Hathorn</p>
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<b>SPRING TERM Year 5</b>					
<b>Come and See Topics</b>	<b>PSHE Curriculum</b>	<b>Links to Science Curr (Statutory curriculum in Bold)</b>	<b>Journey in Love Children will:</b>	<b>EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)</b>	<b>Parents/Carers/Community. You could.</b>
<p><b>Local church- Community Mission: Do we all have a mission in life?</b>            Continuing the mission of Jesus in our Diocese.</p> <p><b>Eucharist- Relating Memorial Sacrifice: Why do we need memories?</b>            The Eucharist; the living memorial of Jesus’ sacrifice.</p> <p><b>Lent/ Easter- Giving Sacrifice: Why do we need to make sacrifices?</b>            Lent a time for aligning with the sacrifice already made by Jesus.</p>	<p><b>PSHE- Belonging to a community</b>            Protecting the environment; compassion towards others</p> <p><b>PSHE- Media literacy and digital resilience</b>            How information online is targeted; different media types; their role and impact</p> <p><b>PSHE- Money and work</b>            Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p>		<p>To celebrate the joy of growing physically and spiritually            Explore the meaning of friendship, trust and loyalty            Explore ways to reflect God’s unconditional love in their lives and the different aspects of human love- parental love, romantic love affectionate love, selfless love and sexual love</p> <p>Learn about different types of relationships among friends and families and to develop skills needed to be effective in relationships            Recognise that actions have consequences for themselves and other, recognise others’ feelings and put themselves in someone else’s shoes</p> <p>Learn about sources of help and support for individuals, families and groups            Recognise that pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to</p>	 <p><b>How to Heal a Broken Wing (Bob Graham)</b></p> <p><b>Focus: recognise when someone needs help</b></p>	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable            Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a ‘Mission Together’ celebration.</p> <p>Ask children to watch</p>

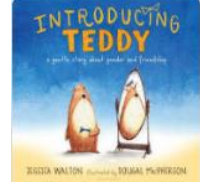

			<p>exercise basic techniques for resisting pressure. How images in the media does not always reflect reality To be able to talk about relationships and how to seek advice from significant adults</p>	 <p><b>Mixed: An inspiring story about colour (Aree Chung)</b></p> <p><b>Focus: To consider responses to racist behaviour</b></p>	<p>closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try and have a family meal together.</p> <p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p> <p>Ask parents to make lantern promises with their children 'This week I will try to ...' (one side child, other side parent).</p> <p>Discuss how we can care for the planet' in some way.</p> <p>Invite someone to talk about recycling.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b> <b>Know they are created to love others</b> There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environments.</p> <p><b>Created to live in our society and the wider world</b> To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard What positively and negatively affects their physical, mental and emotional health (including the media) How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement.</p> <p><b>Our Lives (Drugs education – Drug &amp; alcohol education)</b> Understand which commonly available substances and drugs are legal and illegal and their effects and the associated risk. Develop an awareness of the way the media influences our choices Become aware of the effects of exercise bones, muscles and organs Learn about options for a healthy lifestyle, including benefits of exercise healthy eating and what affects positive mental health and to make</p>				<p><b>BOOKS</b></p> <p>The Tower to the Sun – Colin Thompson Falling Angels – Colin Thompson Wonder Goal – Michael Foreman How to Write Really Badly - Anne Fine There's a Boy in the Girls' Bathroom – Louis Sachar</p> <p><b>BOOKS</b></p> <p>There's a Boy in the Girls' Bathroom – Louis Sachar Smart Girls and Smart Girls Forever – Robert Leeson</p>	

SUMMER Year 5					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Com munity. You could.
<p><b>Pentecost- Serving Transformation: How can energy transform?</b> Celebration of the Spirit’s transforming Power</p> <p><b>Reconciliation- Inter-relating Freedom &amp; Responsibility: How do rules bring freedom?</b> Commandments enable Christians to be free and responsible.</p> <p><b>Universal Church World Stewardship: Can I be a steward of creation?</b> The Church is called to be Stewards of creation.</p>	<p><b>PSHE- Physical health mental well being</b> Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p> <p><b>PSHE- Growing and changing</b> Personal identity; recognizing individuality and different qualities; mental well-being</p> <p><b>PSHE- Keeping safe</b> Keeping safe in different situations, including responding in emergencies, first aid and FGM</p>		<p>As they approach puberty learn about bodily changes - Including menstruation, learn about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health Learn how to manage feelings as they change As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings.</p> <p>Talk about relationships and know how to seek advice from significant adults.</p>	 <p><b>Rose Blanche (Ian McEwan and Roberto Innocenti)</b> <b>Focus: To justify my actions</b></p>  <p><b>And Tango makes three (Justin Richardson)</b> <b>Focus: To exchange dialogue and express an opinion</b></p> <p><b>The One and Only Ivan (Katherine Applegate)</b> <b>Focus: accept people who are different to me</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>Send home some ‘sorry’ prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Offer children the chance to attend a service of Reconciliation.</p> <p>Ask parents / carers to talk to their children about the different gifts of family members.</p>

<p><b>RSHE/PSHE opportunities for pupils to:</b></p> <p><b>Children are able to:</b></p> <p><b>Created to live in our society and the wider world</b></p> <p>The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret</p> <p>To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact</p> <p>That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media.</p> <p>How their body will and emotions may change as they approach and move through puberty</p> <p>Appreciate the roles and responsibilities of other family members</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p><b>Know that they are created to live in our society and the wider world.</b></p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>To know that there are some cultural practices which are against British law and universal rights</p> <p>Explore different ways to respond to the gifts of creation- using a variety of media and experiences</p> <p><b>Environment</b></p> <p>Explore the concept that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>	<p><b>BOOKS</b></p> <p>Face – Benjamin Zephaniah</p> <p>The Silver Swan Michael Morpurgo</p> <p>A Pig is Moving in – Claudia Fries</p> <p>The Terrible Underpants – Kaz Cooke</p> <p>The Granddad Tree – Trish Cooke</p> <p>Way Home – Libby Hathorn</p> <p>Secret Friends – Elizabeth Laird</p> <p><b>BOOKS</b></p> <p>Coming to England – Floella Benjamin</p> <p>Boy – Roald Dahl</p> <p>Journey to the River Sea – Eva Ibbotson</p> <p>Back Home – Michelle Magorian</p> <p>Street Child – Berlie Doherty</p>
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AUTUMN TERM Year 6					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Journey in Love The wonder of God’s love in creating new life To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. <b>Children will:</b>	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Domestic church-Family Loving: Do you have to earn love?</b></p> <p>God who never stops loving</p>	<p><b>PSHE- Families and Friendships</b></p> <p>Attraction to others; romantic relationships; civil partnership and marriage</p> <p><b>PSHE- Safe relationships</b></p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessel and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>	<p>Develop a secure understanding of that stable and caring relationships, which may be of different types, are at the heart of happy families.</p> <p>Explore ways to reflect God’s unconditional love in their lives</p> <p>Explore the marriage liturgy, especially the parents’ responsibility towards</p>	 <p><b>King of the sky</b></p>	<p>Ask parents to return a prepared affirmation card e.g. teacher sends home, ‘Toby is special because...’</p> <p>Invite each child to prepare a ‘leaf’ for</p>

<p><b>Baptism/confirmation- Belonging Vocation &amp; Commitment: What is commitment in life?</b> The vocation of priesthood and religious life</p> <p><b>Advent/ Christmas Loving Expectations: Should we have expectations in life?</b> Jesus born to show God to the world.</p>	<p>Recognising and managing pressure; consent in different situations</p> <p><b>PSHE- Respecting ourselves and others</b> Expressing opinions and respecting other points of view, including discussing topical issues</p>	<p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might research about the relationship between diet, exercise, drugs, lifestyle and health.</p>	<p>children as expressed through the vows of Christian marriage Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships Most families consist of mother, father &amp; children but not all families are like this.</p> <p>Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour.</p> <p>Recognise that differences and similarities between people arise from a number of factors</p> <p>Recognise that actions have consequences for themselves and others Recognise others' feelings.</p>	<p><b>(Nicola Davies and Laura Carlin)</b></p> <p><b>Focus: To consider responses to immigration</b></p>  <p><b>The only way is badger (Stella J.Jones)</b></p> <p><b>Focus: To consider language and freedom of speech</b></p>	<p>parents / carers e.g. My Nan is special because</p> <p>Ask different workers in the community to speak to pupils, e.g. PCSO/Community Constable, School Nurse, Local Fire brigade or a CAFOD worker</p> <p>Visit from 'Bullybusters' to take to the children during Anti-bullying week</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p>
<p><b>PSHE opportunities for pupils to: Children are able to: Know they are created to love others</b> To recognise and respond appropriately to a wider range of feelings in others That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so What being part of a community means and about the various institutions which support locally and nationally About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people Know they are created to live in our society and the wider world To judge what kind of physical contact is acceptable or unacceptable and how to respond To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language) how to respond and ask for help To recognise their increasing independence brings increased responsibility to keep themselves and others safe To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</p> <p><b>Know they are created to live in our society and the wider world.</b> Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those. To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p>				<p><b>BOOKS</b></p> <p>Refugee Boy – Benjamin Zephaniah I Come From ..... Series Franklin Watts Goodnight Mr Tom – Michelle Magorian Journey to the Rover Sea – Eva Ibbotson Weslandia – Paul Fleischman The Lost Thing – Shaun Tan</p> <p><b>BOOKS</b></p> <p>Angry Arthur – Hiawyn Oram &amp; Satoshi Kitamura Where the Wild Things Are – Maurice Sendak Tusk Tusk – David McKee A Pig is Moving in – Claudia Fries The Tunnel – Anthony Browne lan's Walk – Laurie Lears It is a puzzle – from Please Mrs Butler Poetry Allan Ahlberg</p> <p><b>BOOKS</b></p> <p>We're talking about : Bullying - Anne Charlish Bad Girls – Jacqueline Wilson Secret Friends – Elizabeth Laird The Travelling People – Anthea Womington, Sian Newman, Chris Lilly Cat's Eye – Margaret Atwood Blubber – Judy Blume Ganging –Up – Alan Gibbons</p>	

SPRING TERM Year 6					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory curriculum in Bold)	Links to RSE Journey in Love Children will:	EQUALITY – Opportunities to use resources from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	Parents/Carers/Community. You could.
<p><b>Local church-Community Sources: Are books enriching?</b> The Bible – the special book for the Church.</p> <p><b>Eucharist- Relating Unity: Why are we happiest when we are united?</b> The Eucharist enables people to live in communion.</p> <p><b>Lent/Easter- Giving Death &amp; New Life: Can any good come out of loss and death?</b> Celebrating Jesus’ death and resurrection.</p>	<p><b>PSHE- Belonging to a community</b> Valuing diversity; challenging discrimination and stereotypes.</p> <p><b>PSHE- Media literacy and digital resilience</b> Evaluating media sources; sharing things online</p> <p><b>PSHE- Money and work</b> Influences and attitudes to money; money and financial risks</p>		<p>Recognise the risks in different situations and make judgements about behavior.</p> <p>Investigate the effects of stereotyping on the community. Develop strategies for minimising the effects of stereotyping.</p> <p>Reflect on the ways they are able to support people in their community Develop sensitivity and respect of the rights and needs of others regardless of gender, race, belief, physical and mental ability. Develop ways to evaluate media experiences and to make critical judgements</p> <p>Investigate ways to achieve a healthy body and lifestyle Develop skill needed to form, and to end relationships Continue developing ways to talk about relationships and to seek advice from significant adults Learn about different kinds of relationships among friends and families and develop the skills to be effective in relationships</p>	 <p><b>Introducing Teddy (Jessica Walton and Dougal McPherson)</b></p> <p><b>Focus: To show acceptance</b></p>  <p><b>Leaf (Sandra Dieckmann)</b></p> <p><b>Focus: To overcome fears about difference</b></p>	<p>Ask parents/carers to arrange a family meal/gathering or some form of celebration.</p> <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , Catechist etc. to talk about their work in the community.</p> <p>Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a 'Mission Together' celebration.</p> <p>Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking.</p> <p>Ask parents/carers to try and have a family meal together.</p>

					<p>Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.</p> <p>Ask parents to make lantern promises with their children 'This week I will try to ... '(one side child, other side parent).</p> <p>Discuss how we can 'care for the planet' in some way.</p> <p>Invite someone to talk about recycling.</p>
<p><b>PSHE opportunities for pupils to:</b>  <b>Children are able to:</b>  <b>Know they are created to love others</b>          There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</p> <p><b>Created to live in our society and the wider world</b>          To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong          To differentiate between the terms risk, danger and hazard          What positively and negatively affects their physical, mental and emotional health (including the media)          How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.          About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</p> <p><b>Our Lives (Drugs education – Drug &amp; alcohol education)</b>          Develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs          Learn which commonly available substances and drugs are legal and illegal, their effects and risks Investigate ways to achieve a healthy body through diet, exercise, hygiene and rest.</p>				<p><b>BOOKS</b>          The Tower to the Sun – Colin Thompson          Falling Angels – Colin Thompson          Wonder Goal – Michael Foreman          How to Write Really Badly - Anne Fine          There's a Boy in the Girls' Bathroom – Louis Sachar</p> <p><b>BOOKS</b>          There's a Boy in the Girls' Bathroom – Louis Sachar          Smart Girls and Smart Girls Forever – Robert Leeson</p>	

SUMMER TERM Year 6					
Come and See Topics	PSHE Curriculum	Links to Science Curr (Statutory	Links to RSE Journey in Love Children will:	EQUALITY – Opportunities to use resources	Parents/Carers/Community. You could.

		curriculum in Bold)		from “No Outsiders in our School “ programme of Study – Andrew Moffatt (Through GR or English)	
<p><b>Pentecost-Serving Witnesses: What do I want to witness in my life?</b> The Holy Spirit enables people to become witnesses</p> <p><b>Reconciliation- Inter-relating Healing: Who needs healing?</b> The sacrament of the sick</p> <p><b>Universal Church- World Common Good: How can we work together to build a just and fair world?</b> The good work of the worldwide Christian family.</p>	<p><b>PSHE- Physical health mental well being</b> What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p> <p><b>PSHE- Growing and changing</b> Human reproduction and birth; increasing independence; managing transition</p> <p><b>PSHE- Keeping safe</b> Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.</p>		<p>Be aware that balanced diet, exercise, hygiene and rest are necessary for maintaining a healthy body and a healthy mind Learn that bacteria and viruses can affect health and transmission may be reduced when simple safe routines are used Consider ways in which they can contribute to family life</p> <p>Hear about the commitment of Christian parents in bringing up their children Explore the responsibilities that parents have in bringing up children</p> <p>Show an understanding of basic biology of human reproduction within the context of marriage (including sexual intercourse) <b>Non statutory-</b> to be taught in consultation with parents/carers</p> <p>Talk about relationships and know how to seek advice from significant adults Develop ways to deal with the consequences of wrong choices</p> <p>Learn about different kinds of relationships among friends and families and to develop the skills needed to be effective in relationships at home, in the community and world-wide.</p> <p><b>Most families consist of mother, father &amp; children but not all families are like this.</b></p>	<p> <b>The Island (Armin Greder)</b></p> <p><b>Focus: to consider and challenge causes of racism</b></p> <p> <b>A day in the life of Marlon Bundo (Jill Twiss and E.G Keller)</b></p> <p><b>Focus: to consider democracy</b></p>	<p>Send a scripture quote to parents / carers so they can talk to their children about it and share the Good news</p> <p>Send home some ‘sorry’ prayers that parents/carers and children can say together.</p> <p>Respond in some way to a local, national or world issue of conflict</p> <p>Offer children the chance to attend a service of Reconciliation.</p> <p>Respond in some way to a local, national or world issue of conflict.</p> <p>Ask parents / carers to talk to their children about the different gifts of family members.</p>
<p><b>RSHE/PSHE opportunities for pupils to:</b> <b>Children are able to:</b></p>				<p><b>BOOKS</b> Love that Dog – Sharon Creech The Long Walk – George Layton</p>	



<p><b>Created to live in our society and the wider world</b>  The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to my break a confidence or break a secret  To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  Taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact  That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media  Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers  How their body and emotions may change as they approach and move through puberty  To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</p> <p><b>Know that they are created to live in our society and the wider world.</b>  To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom  To know that there are some cultural practices which are against British law and universal rights</p> <p><b>Environment</b>  Deepen awareness of current environment issues in the context of God's creation including allocation of resources</p> <p><b>Money Management</b>  Explore ways to look after money and the benefits of saving for future needs</p>	<p>Grandpa – John Burningham  Secret Friends – Elizabeth Laird  Vicky Angel – Jacqueline Wilson</p> <p><b>BOOKS</b>  Coming to England – Floella Benjamin  Boy – Roald Dahl  Journey to the River Sea – Eva Ibbotson  Back Home – Michelle Magorian  Street Child – Berlie Doherty</p>
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	Value of the Month	Themed days/weeks	Fundraising	Useful resources to all
Autumn	September – Kindness October- Faith November- Compassion December- Resilience	International Day of Peace- 21 <sup>st</sup> September Harvest- October Anti-bullying week- November	Macmillan Cancer research- September CAFOD Family Fast day- October Harvest- Whitechapel centre toiletries collection/Food collection for local Foodbanks Children in Need- November A shoebox full of love local appeal	<b>ANTI-Bullying Week Activities</b> <a href="http://www.kidscape.org.uk/resources">www.kidscape.org.uk/resources</a> <a href="http://www.anti-bullyingalliance.org.uk">www.anti-bullyingalliance.org.uk</a>  Racial equality <a href="http://www.childrenwebmag.com/content/view/290">http://www.childrenwebmag.com/content/view/290</a>  <a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</a>  <a href="http://www.oxfam.org.uk/education/resources/your-world-my-world">http://www.oxfam.org.uk/education/resources/your-world-my-world</a>

			November/December CAFOD Santa Dash- December	Stations of the Cross reflection <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/resource-pages/Stations-of-the-cross-2013">www.cafod.org.uk/Media/Files/Resources/Primary/resource-pages/Stations-of-the-cross-2013</a>
Spring	January- Patience February- Motivation March- Honesty April- Respect	Internet Safety week- February Children's mental health week- February Random acts of kindness week- February  Earth Day -22 <sup>nd</sup> April	CAFOD Claire House The Good Shepherd	Hungry for Change materials <a href="http://www.cafod.org.uk/Education/Primary-schools/Food">www.cafod.org.uk/Education/Primary-schools/Food</a>  <a href="http://www.bbc.co.uk/learning/schoolradio/subjects/pshe/citizenship">http://www.bbc.co.uk/learning/schoolradio/subjects/pshe/citizenship</a>  Internet Safety <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
Summer	May- Tolerance June- Forgiveness July- Courage	St Peter and St Paul Feast day June 29th	Brain Tumour research	Water Assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Water">www.cafod.org.uk/Education/Primary-schools/Water</a>  Environment assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Climate justice assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Primary sustainability assembly <a href="http://www.cafod.org.uk/Education/Primary-schools/Climate-Environment">www.cafod.org.uk/Education/Primary-schools/Climate-Environment</a>  Pentecost liturgy <a href="http://www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy">www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</a>