

Special Events						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rules and keeping safe in school Gospel Values	Children in Need 19 <sup>th</sup> Nov Firework safety Gospel Values	Feb 4 <sup>th</sup> Number Day NSPCC Gospel Values	Gospel Values	Mental Health week 9 <sup>th</sup> May Gospel Values	Pyjama Day 22 <sup>nd</sup> July Gospel Values
	CAFOD CST Gospel Values	Anti- Bullying Week 15 <sup>th</sup> -19 <sup>th</sup> Nov Road Safety Week 15h Nov	Feb 9 <sup>th</sup> Safer Internet Day	CAFOD CST	7-13 <sup>th</sup> June Child Safety Week	

Year R						
Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics PSHE	<p>Rules and keeping safe in school In what ways are my family and I 'special'?</p> <ul style="list-style-type: none"> <li>- Good listening rules</li> <li>- Keeping safe in the outdoor and indoor area</li> <li>- Fire alarm – fire exits</li> <li>- Staying safe in school</li> <li>- Managing feelings and behaviour</li> <li>- who looks after us in</li> </ul>	<p>How are important times celebrated by other people and myself?</p> <ul style="list-style-type: none"> <li>-Bonfire night – safety – fire work safety</li> <li>-rules for, and ways of, keeping safe – Road Safety</li> </ul> <p>-Managing feelings and behaviour</p> <p>- Differences and similarities between people.</p> <p><b>Children in Need 19<sup>th</sup> Nov</b> <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b></p>	<p>Who is helpful and how can we be helpful?</p> <ul style="list-style-type: none"> <li>- What jobs do people do to help others in our community?</li> <li>- How can we be helpful in our community?</li> <li>- What are we thankful for and how are we lucky?</li> <li>- To recognise how behaviour affects</li> </ul>	<p>Life cycles -</p> <ul style="list-style-type: none"> <li>- What is a life cycle?</li> <li>- Healthy development</li> <li>- Healthy relationships</li> <li>- Who looks after us at home?</li> <li>- Who looks after us in school?</li> <li>- Where does food come from?</li> <li>- Healthy eating and diets.</li> </ul>	<p>Mental Health week 9<sup>th</sup> May</p> <p><b>What makes our world so wonderful?</b></p> <ul style="list-style-type: none"> <li>-How to make simple choices that improve their health and well being.</li> <li>-Healthy eating and diets extended.</li> </ul>	<p>Why is it important to look after our world?</p> <p><b>7-13<sup>th</sup> June Child Safety Week</b></p> <ul style="list-style-type: none"> <li>- Safety aspects associated with the seaside.</li> <li>- Sea safety and beach safety and sun safety will be paramount.</li> <li>- How to make simple choices that improve their health and well being</li> <li>- How can we look after our environment?</li> </ul>



	<ul style="list-style-type: none"> <li>- school? who to ask for help?</li> <li>- How have I changed since I was a baby?</li> <li>- Healthy bodies - looking after our teeth and washing.</li> </ul>		<p>other people.</p>			
<b>RSE -Life to the Full</b>		<p><b>Module One: Created and Loved by God</b> What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p><b>Unit 2: Me, My Body, My Health</b> What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene</p>	<p><b>Unit 3: Emotional Well-Being</b> -An understanding that everyone experiences feelings, both good and bad -Simple strategies for managing feelings - Simple strategies for managing emotions and behaviour - That we have choices and these choices can impact how we feel and respond.</p>	<p><b>Life Cycles/Personal relationships</b> - How their behaviour affects other people and that there is appropriate and inappropriate behaviour -The characteristics of positive and negative relationships -Different types of teasing and that all bullying is wrong and unacceptable - When they have been unkind to others and say sorry -That when we are unkind, we hurt God and should say sorry -When people are being unkind to them and others and how to respond</p>	<p><b>God Is Love/Keeping Safe</b> About safe and unsafe situations indoors and outdoors, including online - That they can ask for help from their special people -That they are entitled to bodily privacy - That they can and should be open with 'special people' they trust if anything troubles them - That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest - That medicines should only be taken when a parent or doctor gives them to us -That medicines are not sweets - That we should always try to look after our bodies because God created them and gifted them to us</p>



						- That there are lots of jobs designed to help us -That paramedics help us in a medical emergency -That First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance
<b>Catholic Virtues</b>	<b>Health</b> – Play safely with my friends <b>Honesty</b> -talk about my feelings, Say when I have done something wrong <b>Play</b> - Play kindly with my friends.					
<b>Computing</b>			<b>Feb 9<sup>th</sup> Safer Internet Day</b> . How to be safe on the internet.	<b>Internet safety - How to use the ipads safely.</b>	<b>Internet safety - What to do if you see something you don't want to see during research.</b>	

Year 1						
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b> <b>PHSE</b>	<b>Topic: families</b> - Protect and nurture relationships and how to keep themselves and their families healthy and safe. - to make real choices about staying safe and being healthy - how to make simple choices to improve their health and well-being - Managing feelings	<b>Topic: Space</b> - Bonfire night – safety – fire work safety -rules for, and ways of, keeping safe – Road Safety -Managing feelings and behaviour <b>Children in Need 19<sup>th</sup> Nov</b> <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b>	<b>Topic: Enchantment</b> -to recognise how their behaviour affects other people -how to make simple choices that improve their health and well being <b>- Feb 4<sup>th</sup> Number Day NSPCC</b> <b>Feb 9<sup>th</sup> Safer Internet Day</b>		<b>Topic: Seaside</b> - Safety aspects associated with the seaside. - Sea safety and beach safety and sun safety will be paramount. - how to make simple choices that improve their health and well being - rules for and ways of keeping safe <b>Mental Health week 9<sup>th</sup> May</b> <b>7-13<sup>th</sup> June Child Safety Week</b>	



	and behaviour					
RSE- Life to the Full			<p><b>Me, My Body, My Health</b> Our bodies are good and we need to look after them</p> <ul style="list-style-type: none"> <li>-What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</li> <li>- The importance of sleep, rest and recreation for our health;</li> </ul>	<p><b>Emotional Well-being</b></p> <p>A language to describe our feelings</p> <ul style="list-style-type: none"> <li>- In a simple way that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character</li> <li>-Simple strategies for managing feelings and for good behaviour</li> <li>-That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do</li> </ul>	<p><b>Life Cycles/Personal relationships</b></p> <ul style="list-style-type: none"> <li>- The importance of being close to and trusting special people and telling them if something is troubling them</li> <li>- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> <li>-The characteristics of positive and negative relationships</li> <li>-Different types of teasing and that all bullying is wrong and unacceptable</li> <li>-When they have been unkind and say sorry</li> <li>-When people are being unkind to them and others and how to respond</li> </ul>	<p><b>God Is Love/Keeping Safe</b></p> <p>Some safe and unsafe situations, including online</p> <ul style="list-style-type: none"> <li>-The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them</li> <li>- How to resist pressure when feeling unsafe</li> <li>- That they are entitled to bodily privacy</li> <li>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</li> <li>- That medicines are drugs, but not all drugs are good for us</li> <li>-That alcohol and tobacco are harmful substances</li> <li>- That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>- That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</li> </ul>

							-That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 -Some basic principles of First Aid
<b>Catholic Virtues</b>	<b>Health</b> – Play safely with my friends <b>Honesty</b> -talk about my feelings, say when I have done something wrong <b>Play</b> - Play kindly with my friends.						
<b>Computing</b>		<b>How to use the ipads safely.</b>	<b>Feb 9<sup>th</sup> Safer Internet Day</b> . How to be safe on the internet.	<b>Internet safety - How to use the ipads safely.</b>	<b>Internet safety - What to do if you see something you don't want to see during research.</b>		

Year 2						
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b> <b>PSHE</b>	<b>Topic: Food and Festivals</b> Bonfire night – safety – fire work safety- rules for and ways of keeping safe and about people who can help them stay safe - how to make simple choice to improve their health and well-being <b>Children in Need 19<sup>th</sup> Nov</b> <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b>		<b>Topic: Lighthouses</b> -demonstrate, with examples, they understand the difference between right and wrong. -to recognize how their behaviour affects other people make real choices -to recognize choices they can make, and recognize the difference between right and wrong <b>- Feb 4<sup>th</sup> Number Day</b> <b>NSPCC</b>	<b>Topic: Health</b> -to recognize the choices they can make -to identify and respect the differences and similarities between people -to feel positive about themselves to make real choices about healthy options	<b>Topic: Rainforest</b> -to recognise what is fair and unfair and what is right and wrong -to recognise how their behaviour affects other people -to identify and respect differences and similarities between people <b>Mental Health week 9<sup>th</sup> May</b> <b>7-13<sup>th</sup> June Child Safety Week</b>	
RSE- Life to the Full			<b>Me, My Body, My Health</b>	<b>Emotional Well-being</b>	<b>Life Cycles/Personal relationships</b>	<b>God Is Love/Keeping Safe</b>

			<p>Our bodies are good and we need to look after them --What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>- The importance of sleep, rest and recreation for our health;</p>	<p>Our bodies are good and we need to look after them -What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating</p> <p>- The importance of sleep, rest and recreation for our health;</p>	<p>The importance of being close to and trusting special people and telling them if something is troubling them</p> <p>- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</p> <p>-The characteristics of positive and negative relationships</p> <p>-Different types of teasing and that all bullying is wrong and unacceptable</p> <p>-When they have been unkind and say sorry</p> <p>-When people are being unkind to them and others and how to respond</p>	<p>- That they are entitled to bodily privacy</p> <p>That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest</p> <p>- That medicines are drugs, but not all drugs are good for us</p> <p>-That alcohol and tobacco are harmful substances</p> <p>- That our bodies are created by God, so we should take care of them and be careful about what we consume</p> <p>That they should call 999 in an emergency and ask for ambulance, police and/or fire brigade</p> <p>-That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999</p> <p>-Some basic principles of First Aid</p>
<b>Catholic Virtues</b>	<p><b>Friendliness-</b> Respect everyone's ideas and feelings, Be responsible</p> <p><b>Self-Knowledge-</b> Talk about emotions, talk about good and bad choices, know when I have acted responsibly</p> <p><b>Confidence-</b> Can be positive when faced with challenges and disappointments.</p>					
<b>Computing</b>	Children use safe search engines to find images.	Children use safe search engines to find images	Children use safe search engines to find images. How to be safe on the internet.	Use technology safely and respectfully, keeping personal information private; know where to go for	use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	

			<b>Feb 9<sup>th</sup> Safer Internet Day</b>	help and support when they have concerns about material on the internet	
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Year 3						
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b> <b>PSHE</b>	<b>Topic: Chocolate</b> -That their actions affect themselves and others, to care about other people's feelings and to see things from their points of view. -That differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.	<b>Topic: Orchestra</b> -To realize the consequences of anti-social behaviour such as discrimination on individuals -to resolve differences by looking at alternatives, making decisions and explaining choices that their actions affect themselves and others, to care about other people's feelings and try to see things from their point of view -the nature and consequences of teasing and bullying and how to respond to them to recognise and challenge stereotypes -that differences and similarities between people arise from a number of factors including disability <b>Children in Need 19<sup>th</sup> Nov</b>	<b>Topic: Farm to Fork</b> -to make real choices and decisions -to consider social and moral dilemmas they come across in life  <b>- Feb 4<sup>th</sup> Number Day NSPCC</b>		<b>Topic: World War 11</b> -to realise the consequences of anti-social and aggressive behaviours such as bullying and racism on individuals and communities -to reflect on spiritual, moral and cultural issues, using imagination to understand other peoples' experiences -what democracy is, and about the basic institutions that support it locally and nationally -that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability  <b>Mental Health week 9<sup>th</sup> May</b>	<b>Topic: Theme Parks</b> -to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable -that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong -school rules about health and safety, basic emergency aid procedures and where to get help <b>7-13<sup>th</sup> June Child Safety Week</b>



		<b>Anti- Bullying Week</b> 15 <sup>th</sup> -19 <sup>th</sup> Nov				
<b>RSE- Life to the Full</b>			<p><b>Me and my Body</b> -Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p>	<p><b>Emotional Well-being</b> -A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action -What emotional well-being means; that positive actions help emotional well-being (beauty, art, etc. lift the spirit) - That talking to trusted people helps emotional well-being (eg parents/carer/teacher/ parish priest) -That images in the media do not always reflect reality and can affect how people feel about themselves -That some behaviour is wrong, unacceptable, unhealthy and risky - That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>	<p><b>Life Cycles/Personal relationships</b> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong -That there are different types of relationships including those between acquaintances, friends, relatives and family -That good friendship is when both persons enjoy each other's company and also want what is truly best for the other - The difference between a group of friends and a 'clique' -Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying -Harassment and exploitation in relationships, including physical and emotional abuse and how to respond</p>	<p><b>God Is Love/Keeping Safe</b> That their increasing independence brings increased responsibility to keep themselves and others safe -How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages - How to use technology safely -That bad language and bad behaviour are inappropriate - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others -How to report and get help if they encounter inappropriate</p>





						<p>materials or messages</p> <ul style="list-style-type: none"> <li>-To judge well what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>-That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>- That medicines are drugs, but not all drugs are good for us</li> <li>-That alcohol and tobacco are harmful substances</li> <li>-That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>-That in an emergency, it is important to remain calm</li> <li>- That quick reactions in an emergency can save a life</li> <li>- How to help in an emergency using their First Aid knowledge</li> </ul>
<b>Catholic Virtues</b>	<p><b>Perseverance-</b> Can be determined and keep trying even if a task is challenging. Can be positive, can be honest when a task is difficult.</p> <p><b>Thankfulness-</b> Have the courage to ask for help, recognise when my friends behave well.</p> <p><b>Meditation-</b> I can show good behaviour</p>					



<b>Computing</b>	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	Children use safe search engines to find images	<b>Feb 9<sup>th</sup> Safer Internet Day</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Children use safe search engines to find images	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
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Year 4							
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Topics</b> <b>PSHE</b>	<p><b>Topics- Victorians and Tudors:</b></p> <ul style="list-style-type: none"> <li>-to realize the consequences of anti-social behaviour on communities</li> <li>-that there are different kinds of responsibilities and these can sometimes conflict with each other</li> </ul> <p><b>Children in Need 19<sup>th</sup> Nov</b> <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b></p>		<p><b>Topic- North America</b></p> <ul style="list-style-type: none"> <li>-to talk and write about their opinions, and explain their views, on issues that affect themselves and society</li> <li>-to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</li> <li>-to realise the consequences of anti-social behaviour such as racism</li> <li>-that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul> <p><b>Feb 4<sup>th</sup> Number Day</b> <b>NSPCC</b></p>	<p><b>Topic- Iron Age</b></p> <ul style="list-style-type: none"> <li>- to contribute to the life of the class and school</li> <li>-to take and share responsibility</li> <li>-to make real choices</li> <li>-to consider social and moral dilemmas</li> </ul>	<p><b>Topic- Cornwall</b></p> <ul style="list-style-type: none"> <li>-to realise the consequences of anti-social and aggressive behaviours such as bullying, racism, on individuals and communities</li> <li>-to reflect on spiritual, moral social and cultural issues, using imagination to understand other people's experiences</li> <li>- to appreciate the range of national, regional, religious and ethnic identities in the UK</li> <li>-to think about people with different values and customs</li> <li>-to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</li> <li>-to recognise and challenge stereotypes</li> <li>-that differences and similarities between people arise from a number of factors, including cultural, ethnic, religious and racial diversity, gender and disability</li> <li>-take responsibility</li> </ul> <p><b>Mental Health week 9<sup>th</sup> May</b></p> <p><b>7-13<sup>th</sup> June Child Safety Week</b></p>		



<p>RSE- Life to the Full</p>			<p><b>Me, My Body, My Health</b>                  Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community</p>	<p><b>Emotional Well-being</b>                  A deeper understanding of the range and intensity of their feelings; that 'feelings' alone are not good guides for action                  -What emotional well-being means; that positive actions help emotional well-being (beauty, art, etc. lift the spirit)                  - That talking to trusted people helps emotional well-being (eg parents/carer/teacher / parish priest)                  -That images in the media do not always reflect reality and can affect how people feel about themselves                  -That some behaviour is wrong, unacceptable, unhealthy and risky                  - That thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media</p>	<p><b>Life Cycles/Personal relationships</b>                  Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong                  -That there are different types of relationships including those between acquaintances, friends, relatives and family                  -That good friendship is when both persons enjoy each other's company and also want what is truly best for the other                  - The difference between a group of friends and a 'clique'                  -Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying                  -Harassment and exploitation in relationships including physical and emotional abuse and how to respond</p>	<p><b>God Is Love/Keeping Safe</b>  <b>God Is Love/Keeping Safe</b>                  That their increasing independence brings increased responsibility to keep themselves and others safe                  -How to use technology safely - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others                  How to report and get help if they encounter inappropriate materials or messages                  - How to use technology safely                  -That bad language and bad behaviour are inappropriate                  - That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others                  How to report and get help if they encounter inappropriate materials or messages                  -To judge well what kind of physical contact is acceptable or unacceptable and how to respond</p>
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						<ul style="list-style-type: none"> <li>-That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest</li> <li>- That medicines are drugs, but not all drugs are good for us</li> <li>-That alcohol and tobacco are harmful substances</li> <li>-That our bodies are created by God, so we should take care of them and be careful about what we consume</li> <li>-That in an emergency, it is important to remain calm</li> <li>- That quick reactions in an emergency can save a life</li> <li>- How to help in an emergency using their First Aid knowledge</li> </ul>
<b>Catholic Virtues</b>	<p><b>Humility</b>- Take responsibility for the situations I find myself in, and can consider the choices that I make.</p> <p><b>Magnanimity</b>- Have perseverance and courage when faced with challenges, show confidence to overcome difficulties.</p> <p><b>Peace</b>- Can discuss difficult topics and respect the opinions of others, show love to those that disagree with me, can understand differences.</p>					
<b>Computing</b>	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<b>Feb 9<sup>th</sup> Safer Internet Day</b> use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	



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Year 5						
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topics</b> <b>PSHE</b></p>	<p><b>Topic- Romans</b></p> <ul style="list-style-type: none"> <li>-talk and write about their opinions, and explain their views, on issues that affect themselves and society.</li> <li>-to realize the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> <li>-to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>-to appreciate the range of national, regional and ethnic identities in the UK</li> <li>-develop relationships through work and play</li> <li>-that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</li> </ul> <p><b>Children in Need 19<sup>th</sup> Nov</b> <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b></p>		<p><b>Topic- Europe</b></p> <ul style="list-style-type: none"> <li>-to realise the consequences of anti-social aggressive behaviour such as bullying and racism on individuals and communiqés</li> <li>-to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>-that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>-to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</li> <li>-to recognise and challenge stereotypes</li> <li>-that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability</li> <li>- <b>Feb 4<sup>th</sup> Number Day</b></li> <li><b>NSPCC</b></li> </ul>	<p><b>Contrasts-</b></p> <ul style="list-style-type: none"> <li>-to realise the consequences of anti-social aggressive behaviour such as bullying and racism on individuals and communiqés</li> <li>-to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>-that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>-to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</li> <li>-to recognise and challenge stereotypes</li> <li>-that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul> <p><b>Mental Health week 9<sup>th</sup> May</b></p>	<p><b>Topic- Egypt</b></p> <ul style="list-style-type: none"> <li>to realise the consequences of anti-social aggressive behaviour such as bullying and racism on individuals and communiqés</li> <li>-to resolve differences by looking at alternatives, making decisions and explaining choices</li> <li>-that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</li> <li>-to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help</li> <li>-to recognise and challenge stereotypes</li> <li>-that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability</li> </ul> <p><b>7-13<sup>th</sup> June Child Safety Week</b></p>	

<p><b>RSE- Life to the Full</b></p>			<p><b>Me and My Body-</b>                  - Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community                  -How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p><b>Emotional Well-being</b>                  -That images in the media do not always reflect reality and can affect how people feel about themselves                  -That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media                  -A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action                  - That some behaviour is wrong, unacceptable, unhealthy or risky                  -That emotions change as they grow up (including hormonal effects)                  - About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being -The difference between harmful and harmless videos and images</p>	<p><b>Life Cycles/Personal relationships</b>                  That pressure comes in different forms, and what those different forms are                  - That there are strategies that they can adopt to resist pressure                  -What consent and bodily autonomy means                  - Different scenarios in which it is right to say 'no' -How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>	<p><b>God Is Love/Keeping Safe</b>                  How to report and get help if they encounter inappropriate materials or messages                  - What the term cyberbullying means and examples of it                  - What cyberbullying feels like for the victim                  - How to get help if they experience cyberbullying                  - What kind of physical contact is acceptable or unacceptable and how to respond                  - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests                  - The effect that a range of substances including drugs, tobacco and alcohol can have on the body                  - How to make good choices about substances that will have a positive impact on their health                  -That our bodies are created by God, so we should take care of them and be careful about what we consume – How they may come under</p>
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						pressure when it comes to drugs, alcohol and tobacco That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies -That the recovery position can be used when a person is unconscious but breathing - That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance
<b>Catholic Virtues</b>	<p><b>Truth-</b> Can seek the truth in all things.  <b>Justice-</b> Can be responsible for my choices and know that these choices have an impact on the world, can treat others with kindness and know what makes a fairer world, can show compassion to those that are vulnerable.</p>					
<b>Computing</b>	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	<p><b>Feb 9<sup>th</sup> Safer Internet Day</b>                  Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p>	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Year 6						
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p><b>Topics PSHE</b></p>	<p><b>Topic-Trees</b>                  -Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules                  -that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other                  -to resolve differences by looking at alternatives, making decisions, explaining choices                  -to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences                  -to explore how the media present information that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view                  -to think about the lives of people in other places and times, and with different values and customs</p>	<p><b>Topic- Entertainment through the ages</b>                  -to talk and write about their opinions, and explain their views on issues that affect themselves and society                  To recognise that there are conflicting views and that a compromise may be needed.                  -that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view</p> <p><b>Children in Need 19<sup>th</sup> Nov</b>  <b>Anti- Bullying Week 15<sup>th</sup>-19<sup>th</sup> Nov</b></p>	<p><b>Topic- Frozen Kingdom and Oceans</b>                  -to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences                  -to resolve differences by looking at alternatives, making decisions and explaining choices                  -to recognise the role of voluntary and community pressure groups                  -to explore how the media present information                  -that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view                  -take responsibility                  -participate                  -make real choices and decision</p> <p><b>- Feb 4<sup>th</sup> Number Day NSPCC</b></p>	<p><b>Topic -Greeks</b>                  -talk and write about their opinions and explain their views on issues that affect themselves and society                  -to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting new personal goals                  -to face new challenges positively by collecting information, looking for help, making responsible choices and taking action                  -to recognise as they approach puberty, how people's emotions change at the time and how to deal with their feelings towards themselves, their family and others in a positive way                  -that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view                  -to think about people with different values and customs                  -to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help                  -to recognise and challenge stereotypes                  -that differences and similarities between people arise from a number of factors, including cultural, ethnic, religious and racial diversity, gender and disability</p> <p><b>Mental Health week 9<sup>th</sup> May</b>  <b>7-13<sup>th</sup> June Child Safety Week</b></p>
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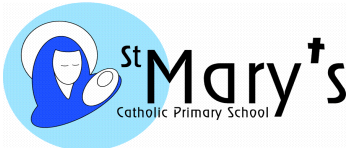




	<p>that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability -consider social and moral dilemmas that they come across in life</p>					
<p><b>RSE</b></p>			<p><b>Me, My Body, My Health</b> -How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p><b>Emotional Well-being</b> -That images in the media do not always reflect reality and can affect how people feel about themselves -That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media -A deeper understanding of the range and intensity of their feelings; that 'feelings' are not the only good guides for action - That some behaviour is wrong, unacceptable, unhealthy or risky -That emotions change as they grow up (including hormonal effects) - About emotional well-being: that beauty, art, etc. can</p>	<p><b>Life Cycles/Personal relationships</b> <b>Life Cycles/Personal relationships</b> -That pressure comes in different forms, and what those different forms are - That there are strategies that they can adopt to resist pressure -What consent and bodily autonomy means - Different scenarios in which it is right to say 'no' -How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships</p>	<p><b>God Is Love/Keeping Safe</b> How to report and get help if they encounter inappropriate materials or messages - What the term cyberbullying means and examples of it - What cyberbullying feels like for the victim - How to get help if they experience cyberbullying - What kind of physical contact is acceptable or unacceptable and how to respond what we consume – How they may come under pressure when it comes to drugs, alcohol and tobacco That they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies -That the recovery position can be used</p>



				<p>lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being -The difference between harmful and harmless videos and images</p>		<p>when a person is unconscious but breathing - That DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance                  - That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests                  - The effect that a range of substances including drugs, tobacco and alcohol can have on the body                  - How to make good choices about substances that will have a positive impact on their health                  -That our bodies are created by God, so we should take care of them and be careful about</p>
<b>Catholic Virtues</b>	<p><b>Fortitude-</b> Can show perseverance when faced with challenges, Have courage when faced with adversity, Can be honest and say when I am faced with a challenge and have a positive attitude and do not give up.  <b>Health-</b> I am aware of the needs of my body, I can take care of my mental wellbeing and be honest about how I am feeling and I understand that my body is changing.</p>					
<b>Computing</b>	<p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>		<p><b>Feb 9<sup>th</sup> Safer Internet Day</b>                  -Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour;</p>	<p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>



	concerns about content and contact.		identify a range of ways to report concerns about content and contact.	concerns about material on the internet	concerns about content and contact.	concerns about content and contact.
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