



St Bede's Catholic Primary School.



RSHE curriculum framework – Whole School Overview

Term	Autumn		Spring		Summer	
Core theme	Living in the wider world.	Relationships.	Health and wellbeing.	Relationships.	Living in the wider world.	
EYFS	Handmade with love	Emotional well-being	Created to love others	Keeping safe	God is love	Living in the Community.
KS1 Cycle A (Y1)	One World	Created and loved by God	Created to love others.	Keeping safe	Aiming High (Ourselves growing and changing)	Created to live in the community.
KS1 Cycle B (Y2)	Diverse Britain.	Created and loved by God.	Created to love others.	Health and Wellbeing.	Money Matters	Created to live in the community.
LKS2 Cycle A (Y3)	One World	Created and loved by God	Created to love others	Keeping safe	Aiming High	Created to live in the community.
LKS2 Cycle B (Y4)	Created by God Diverse Britain	Diverse Britain (Anti-Bullying)	Created and loved by God.	Emotional Wellbeing	Money Matters Life Cycles	Created to live in community.
UKS2 Cycle A (Y5)	Created and loved by God Living in the wider world.	Living in the wider world. One world.	Created to love others.	Keeping safe	Living in the wider world. Aiming high.	Created to live in community.
UKS2 Cycle B (Y6)	Created and loved by God Diverse Britain.	Diverse Britain.	Me, my body and my health.	Emotional well-being. Life Cycles.	Money Matters	



St Bede's Catholic Primary School.

Objectives and links throughout other subjects.

	Science	Computing.
KS1	<ul style="list-style-type: none">• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense• -notice that animals, including humans, have offspring which grow into adults• How to keep safe in familiar and unfamiliar environments• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene• About the people who help us to stay physically healthy	<ul style="list-style-type: none">• Basic rules to keep safe online, including what is meant by personal information and what should be kept private.• The importance of telling a trusted adult if they come across something that scares them.
LKS2	<ul style="list-style-type: none">• identify that animal, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat• recognise that environments can change and that this can sometimes pose dangers to living things• About hazards that might cause harm in the home and how they can stay safe.• Strategies for keeping safe in the local environment.<ul style="list-style-type: none">• identify the different types of teeth in humans and their simple functions	<ul style="list-style-type: none">• Reasons for following and complying with regulations and restrictions, including age restrictions, how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.• Strategies for keeping safe, including the safe use of digital devices when out and about.• About the benefits of the internet, the importance of balancing time online with other activities, strategies for managing time online.
UKS2	<ul style="list-style-type: none">• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird• describe the life process of reproduction in some plants and animals• describe the changes as humans develop to old age	<ul style="list-style-type: none">• About the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others, what to



St Bede's Catholic Primary School.



	<ul style="list-style-type: none">• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<p>do if frightened or worried by something seen or read online and how to report concerns, inappropriate contact and content.</p> <ul style="list-style-type: none">• How to assess the reliability of sources of information online, and how to make safe, reliable choices from search results.• About some of the ways that data and information is shared and used online, including for commercial purposes.• About how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.
--	---	---



St Bede's Catholic Primary School.



EYFS - RSHE curriculum framework						
Term	Autumn		Spring		Summer	
Core theme	Handmade with love	Emotional well-being	Created to love others	Keeping safe	God is love	Living in the Community.
EYFS	<ul style="list-style-type: none"> We are created individually by God as part of His creation plan We are all God's children and are special Our bodies were created by God and are good We can give thanks to God! We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! That their bodies are good and made by God The names of the parts of the body What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene 	<ul style="list-style-type: none"> That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) That it is natural for us to relate to and trust one another A language to describe their feelings 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. We can say sorry and forgive like Jesus That there are natural life stages from birth to death, and what these are <p>Anti-Bullying week.</p>	<ul style="list-style-type: none"> We are part of God's family Jesus cared for others and wanted them to live good lives like him We should love other people in the same way God loves us To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable To recognise when they have been unkind to others and say sorry. 	<ul style="list-style-type: none"> About safe and unsafe situations indoors and outdoors, including online. That they can ask for help from their special people. To know 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 Medicines should only be taken when a parent or doctor gives them to us. Medicines are not sweets. We should always try to look after our bodies because God created them and gifted them to us. There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in non-emergency situations, as well as 	<ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others What a community is, and that God calls us to live in community with one another Some Scripture illustrating the importance of living in a community No matter how small our offerings, they are valuable to God and He can use them for His glory. 	<ul style="list-style-type: none"> That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) About what harms and what improves the world in which they live Ways of helping others The responsibility we have for helping others in the community. <p>Transition into KS1</p>



St Bede's Catholic Primary School.

				<ul style="list-style-type: none"> • That when we are unkind, we hurt God and should say sorry. • To recognise when people are being unkind to them and others and how to respond. • That we should forgive like Jesus forgives. • When discussing family, it would be a good opportunity to discuss the acceptance of a range of different families – supporting protected characteristics. 	whilst waiting for an ambulance				
BIG QUESTION (Linked to Come & See RE Curriculum)	Myself Why am I precious? <ul style="list-style-type: none"> • I am unique • I was made perfectly • No one is exactly like me- and that is wonderful 	Welcome Why Is welcome important? <ul style="list-style-type: none"> • I know I am valued • I know how to make people feel values 	Birthday Why do we celebrate Birthdays?	Celebrating What and why do people celebrate? <ul style="list-style-type: none"> • Celebrating important events in different ways cultural links 	Gathering Why do people gather together?	Growing How and why do things grow?	Good News What is good news? <ul style="list-style-type: none"> • I know that different things make people happy 	Friends Is it good to have friends? <ul style="list-style-type: none"> • I know how to be a good friend • I know how to get help when someone is not a good friend 	Our world What makes our world so wonderful? <ul style="list-style-type: none"> • What do other people of the world find wonderful?



St Bede's Catholic Primary School.



KS1 - RSHE CURRICULUM FRAMEWORK						
Core theme	One World	Created and loved by God	Created to love others.	Keeping safe	Aiming High (Ourselves growing and changing)	Created to live in the community.
KS1 Cycle A (Y1)	<ul style="list-style-type: none"> R1: About the roles that different people have in their lives. R2: Identify those who love and care for them. R3: about different families including those that are different to their own. R4: Identify common features of family life L1: About what rules are, why they are needed. L2: How people and other living things have different needs, and the responsibilities of caring for them. L3: about things they can do to help look after the environment L6: Recognise ways they are the same and different to other people. 	<ul style="list-style-type: none"> We are created individually by God. God wants us to talk to him often through the day and treat him as our best friend. God has created us, to know, love and serve him in this life and forever, this is our purpose and will bring us true happiness. We are created as a unity of body mind and spirit, who we are and what we do matters. We can give thanks to God in different ways. We are part of God's family. Saying sorry is important and can mend friendship. (R6: What makes a good friendship. R8: Simple strategies to resolve arguments between friends positively) <p>Anti-Bullying week</p> <ul style="list-style-type: none"> R10: That bodies and feelings can be hurt by words and actions. R11: About how people may feel if they experience hurtful behaviour or bullying. R12: That hurtful behaviour (offline and online) including 	<ul style="list-style-type: none"> To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; (H21 : To recognise what makes them special) (H22: To recognise ways in which we are all unique) The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them. (H19: To recognise when they need help with feelings; that it important to ask for help with feelings: how to ask for it) How their behaviour affects other people, and that there is appropriate and inappropriate behaviour (R10) The characteristics of positive and negative relationships (R6) Different types of teasing and that all bullying is wrong and unacceptable. (R12) (R9: How to ask for help if a friendship is 	<ul style="list-style-type: none"> To understand safe and unsafe situations including online. (H28: about rules and restrictions that keep us safe) (H34: Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something online that scares them) The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; (R18: About the importance of not keeping secrets, only safe surprises that will be found out about) How to resist pressure when feeling unsafe. (R19: basic techniques for resisting pressure) To judge well what kind of physical contact is acceptable or unacceptable and how to respond; (R13: to recognise that some things are private and the importance of respecting privacy; that parts of the body covered by underwear are private) (R16: How to respond if physical contact makes 	<ul style="list-style-type: none"> H21: To recognise what makes them special. H24: How to manage when finding things difficult. L14: That everyone has different strengths. H23: To identify what they are good at and their likes and dislikes. L:17 About some of the strengths and interests someone might need to do different jobs. L16: Different jobs people they know, or people who work in the community do. L15: That jobs help people to earn money to pay for things. R25: How to talk about and share their opinions on things that matter to them. H20: About change and loss (Including death) to identify feelings associated with this; to recognise what 	<ul style="list-style-type: none"> That God is love, Father, Son and Holy Spirit. That being made in His image means we are being called to be loved and to love others. To know what a community is, and that God calls us to live in community with one another. Jesus' teaching on who is my neighbour with appropriate scripture references. That they belong to various communities such as home, school, parish, the wider local community, nation and global community. That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.



St Bede's Catholic Primary School.

		<p>teasing, name-calling, bullying and deliberately excluding others is not acceptable. – How to report to a trusted adult.</p> <ul style="list-style-type: none"> This is a good opportunity to emphasise importance of protected characteristics such as disability, race, religion, sex. 	<p>making them unhappy)</p> <ul style="list-style-type: none"> To recognise when they have been unkind and say sorry. (R8) To recognise when people are being unkind to them and others and how to respond (R7: How to recognise when someone else feels lonely and what to do) To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives. (R8) <u>Safer Internet Day</u> L7: about how the internet and digital devices can be used safely to find things out and to communicate with others. L8: About the role of the internet in everyday life. L9: That not all information seen online is true. 	<p>them feel uncomfortable or unsafe)</p> <ul style="list-style-type: none"> 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. (R20:What to do if they feel unsafe or worried for themselves or others; who to ask for help and the importance of keeping trying until they are heard) Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. (H37: about things that people can put into their body or on their skin; how these can affect how people feel. H31: That household products, including medicines, can be harmful if not used correctly) Our bodies are created by God, so we should take care of them and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge. (H33: About the people whose job it is to keep us safe, H35:About what to do if there is an accident and someone is hurt, H36:How to get help in an 	<p>makes them feel better.</p>	
--	--	--	--	--	--------------------------------	--



St Bede's Catholic Primary School.



				emergency and what to say)					
BIG QUESTIONS	<p>Families Why do we have a family and who is my family?</p> <ul style="list-style-type: none"> What makes my family special? How are families made up, (eg. Mam, dad, me; gran, dad, me; dad, dad, me, sister etc) 	<p>Belonging What does it mean to belong?</p> <ul style="list-style-type: none"> I feel valued I value others 	<p>Waiting Is waiting always difficult?</p>	<p>Special people What makes a person special?</p> <ul style="list-style-type: none"> I know that being different and being the same makes me, (and other people) special 	<p>Meals What makes some meals special?</p> <ul style="list-style-type: none"> I know different families enjoy different types of food 	<p>Change How and why do things change?</p> <ul style="list-style-type: none"> I know sometimes changes can be difficult I know how to ask for help when changes are difficult for me 	<p>Holidays and holydays Do we need holidays and holydays?</p>	<p>Being sorry Why should we be sorry?</p> <ul style="list-style-type: none"> I know how to say sorry I know people should say sorry to me when they have done something to upset or worry me 	<p>Neighbours Who is my neighbour?</p> <ul style="list-style-type: none"> How should I treat my neighbours? How should my neighbours treat me?
Core theme	Diverse Britain.	Created and loved by God.	Created to love others.	Health and Wellbeing.		Money Matters	Created to live in the community.		
KS1 Cycle B (Y2)	<ul style="list-style-type: none"> L1: About what rules are and why they are needed. L4: About the different groups they belong too. L5: About the different roles and responsibilities people have in their communities. R21: About what is unkind behaviour and how this can affect others. L2: How people and other living things have different needs. R25: How to talk about and share their ideas about things that are important to them. L6/R23: Recognise the way they are the same as, and 	<ul style="list-style-type: none"> We are created individually by God. God wants us to talk to him often through the day and treat him as our best friend. God has created us, to know, love and serve him in this life and forever, this is our purpose and will bring us true happiness. We are created as a unity of body mind and spirit, who we are and what we do matters. We can give thanks to God in different ways. We are part of God's family. 	<ul style="list-style-type: none"> To learn that we are unique, with individual gifts, talents and skills. (H22: To recognise the ways that we are all unique) Our bodies are good; The names of the parts of our bodies (H25: To name the main parts of the body including external genitalia – vulva, vagina, penis, testicles) That girls and boys have been created by God to be both similar and different and together make up the richness 	<ul style="list-style-type: none"> That it is natural for us to relate to and trust one another; (H15: To recognise that not everyone feels the same at the same time; or feels the same about different things) That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings. (H11: About the different feelings that a human can experience. H12: To recognise and name different feelings. H16: About ways of sharing feelings; a range of words to describe feelings.) 		<ul style="list-style-type: none"> L10: What money is, forms that money comes in, that money comes from different sources. L15: That jobs help people earn money to pay for things. L16: The different jobs people they know, or people who work in the community do. L13: That money needs to be looked after and the different ways of doing this. L11: That people make different 	<ul style="list-style-type: none"> That God is love: Father, Son and Holy Spirit That being made in His image means being called to be loved and to love others To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour. That they belong to various communities such as home, school, parish, the wider local community, nation and global community; (L4: About the different groups they belong to) That they should help at home with practical 		



St Bede's Catholic Primary School.



	<p>different to other people.</p>	<ul style="list-style-type: none"> Saying sorry is important and can mend friendship. (R6: What makes a good friendship. R8: Simple strategies to resolve arguments between friends positively) <p>Anti-Bullying week</p> <ul style="list-style-type: none"> R10: That bodies and feelings can be hurt by words and actions. R11: About how people may feel if they experience hurtful behaviour or bullying. R12: That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable. – How to report to a trusted adult. This is a good opportunity to emphasise importance of protected characteristics such as disability, race, religion, sex. 	<p>of the human family.</p> <ul style="list-style-type: none"> Our bodies are good and we need to look after them; (H1: About what keeping healthy means; different ways to keep healthy) What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; (H2: About foods that support good health and the risks of eating too much sugar. H3: how physical activity helps us to stay healthy. H7: about dental care and visiting the dentist; how to brush teeth correctly) The importance of sleep, rest and recreation for our health; (H4: About why sleep is important and ways to relax.) How to maintain personal hygiene.) 	<ul style="list-style-type: none"> Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. (H13: How feelings can affect people's bodies and how they behave H14: How to recognise what others might be feeling.) Simple strategies for managing feelings and for good behaviour; (H18: different things they can do to manage big feelings, to help them calm themselves and change their mood when they don't feel good.) That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; (H17: About the things that make people feel good – eg playing outside or spending time with family.) That Jesus died on the cross so that we would be forgiven. 	<p>choices about how to spend and save money.</p> <ul style="list-style-type: none"> L12: About the difference between needs and wants; that sometimes people may not always be able to have things that they want. 	<p>tasks such as keeping their room tidy, helping in the kitchen etc;</p> <ul style="list-style-type: none"> That we have a duty of care for others and for the world we live in (charity work, recycling etc.); (L3 About the things they can do to look after the environment) L5: The different roles and responsibilities that people in the community have) About what harms and what improves the world in which we live. <p>Preparation for moving to KS2.</p>
--	-----------------------------------	---	--	--	--	--



St Bede's Catholic Primary School.

				<p><u>Safer Internet Day</u></p> <ul style="list-style-type: none"> L7: about how the internet and digital devices can be used safely to find things out and to communicate with others. L8: About the role of the internet in everyday life. L9: That not all information seen online is true. 					
BIG QUESTIONS	<p>Beginnings Who made the world and everything in it?</p> <ul style="list-style-type: none"> My world is the same as someone else's world... My world is different to someone else's world... 	<p>Signs and symbols Are signs & symbols important?</p>	<p>Preparations Do we need to prepare?</p>	<p>Books Why do we need books?</p>	<p>Thanksgiving Why should we be grateful people?</p> <ul style="list-style-type: none"> I know how to be thankful 	<p>Opportunities How does each day offer opportunities for good?</p> <ul style="list-style-type: none"> know everyone has different opportunities 	<p>Spread the word Why should we spread Good News?</p> <ul style="list-style-type: none"> I know that I should not spread "bad news" 	<p>Rules Do we need rules?</p> <ul style="list-style-type: none"> I know how to get help when someone does not follow rules and that makes me worried 	<p>Treasures Is the world a treasure?</p> <ul style="list-style-type: none"> I know I am a treasure I know everyone should be treasured and my behaviour reflects this



St Bede's Catholic Primary School.



LKS2 RSHE CURRICULUM FRAMEWORK						
Core theme	One World	Created and loved by God	Created to love others	Keeping safe	Aiming High	Created to live in the community.
LKS2 Cycle A (Y3)	<ul style="list-style-type: none"> R32: About respecting the differences and similarities between people and recognising what they have in common. L6: About different groups that make up their community. L8: About diversity, what it means and the benefits of living in a diverse community L9: About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. R34: How to discuss and debate topical issues respect other people's point of view and constructively challenge those 	<ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p>Anti Bullying week.</p> <ul style="list-style-type: none"> This is a good opportunity to emphasise importance of 	<ul style="list-style-type: none"> Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; (R11: What constitutes a positive healthy friendship (e.g mutual respect, trust, loyalty, kindness); that the same principles apply to online relationships as to face-to-face relationships) That there are different types of relationships including those between 	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; How to use technology safely; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; (L11: Recognise the ways in which the internet and social media can be used both positively and negatively) How to report and get help if they encounter inappropriate materials or messages. (To recognise if a friendship (online or offline) is making them feel unsafe and how to ask for support if necessary. R23: About why someone might 	<ul style="list-style-type: none"> L25: To recognise positive things about themselves and their achievements; set goals to achieve personal outcomes L26: That there is a broad range of different careers that people can have; that people often have more than one type of job or career during their life. L27: About stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28: About what might influence people's decisions about a job or career. L29: That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose 	<p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' (R6: That a feature of positive family life is caring relationships; about the different ways that people can care for one another. The human family is to reflect the Holy Trinity in mutual charity and generosity The human family can reflect the Holy Trinity in charity and generosity.</p>



St Bede's Catholic Primary School.

	<p>that they disagree with.</p> <ul style="list-style-type: none"> • L2: To recognise that human rights are there to protect everybody. • L4: The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. • L3: Relationship between rights and responsibilities. • L19: That people's spending decisions can affect others and the environment. • L5: Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices 	<p>protected characteristics such as disability, race, religion, sex.</p> <ul style="list-style-type: none"> • R19: The impact of bullying online and offline, and the consequences of hurtful behaviour. • R20: Strategies to respond to hurtful behaviour witnessed or experienced offline and online (including name-calling, teasing, bullying, trolling or the deliberate exclusion of others. • R21: About discrimination; what it means and how to challenge it. • That God loves, embraces, guides, forgives and reconciles us with him and one another. 	<p>acquaintances, friends, relatives and family; (R1: That there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <ul style="list-style-type: none"> • That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; (That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies on how to include them) 	<p>behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content; how to report concerns)</p> <ul style="list-style-type: none"> • How to use technology safely; • That bad language and bad behaviour are inappropriate; (R30: that personal behaviour can affect other people; to recognise and model respectful behaviour online. • To judge well what kind of physical contact is acceptable or unacceptable and how to respond; (R25: Recognise different types of physical content; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.) • 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. (R29) 	<p>to do voluntary work that is unpaid.</p> <ul style="list-style-type: none"> • L30: About some of the skills that will help them in their future careers. • L9: About how stereotypes can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10: About prejudice; how to recognise behaviours and actions that discriminate against others; ways of responding if witnessed or experienced. • L32: To recognise a variety of routes into careers. • H27: to recognise their individuality and personal qualities. • H28: To recognise their individuality and personal qualities. • H28: To identify personal strengths, skills, achievements and interests and how these 	<p>The Church family comprises of home, school and parish (which is part of the diocese) The pupils will be able to recognise loving actions. They will create a personal list of ways in which they can put love into action.</p>
--	---	--	--	--	---	--



St Bede's Catholic Primary School.

	<p>can affect the environment.</p> <ul style="list-style-type: none"> L7: To value the different contributions people and groups make to the community. Lessons to include discussions about protected characteristics of race, disability, religion or belief and sex. Teachers to ensure children understand importance of equality and inclusion. 	<ul style="list-style-type: none"> The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. 	<ul style="list-style-type: none"> The difference between a group of friends and a 'clique' Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond (R18:To recognise if a friendship is making them feel unsafe or uncomfortable and; how to manage 	<ul style="list-style-type: none"> Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. (H46: About the risks and effects of legal drugs to everyday) (H47: To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others) (H48: About why people choose to use, or not to use drugs including nicotine and medicines H40:The importance of taking medicines correctly and using household products safely) Our bodies are created by God, so we should take care of them and be careful about what we consume. In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life. Children can help in an emergency using their First Aid knowledge (H43: 	<p>contribute to a sense of self worth.</p> <ul style="list-style-type: none"> Lessons to include discussions about protected characteristics of age, disability, sex, race. Teachers to ensure children understand the importance of inclusions and not discriminating based on any of the above, and that none of the above should be a barrier to future success in careers. 	
--	--	---	---	--	---	--



St Bede's Catholic Primary School.



				<p>this and ask for support if necessary) (R29: Where to get advice and report concerns if worried about their own or someone else's safety)</p>	<p>About what is meant by first aid; basic techniques for dealing with common injuries. H38: How to assess and manage risk in different situations)</p>				
BIG QUESTION S	<p>Homes What makes a house a home?</p> <ul style="list-style-type: none"> My home is special People in my house make it my home and they may be different to people in other houses 	<p>Promises Why make promises?</p> <ul style="list-style-type: none"> Why is it important not to make false promises? What do I do when someone promises me something if I do something I am not comfortable with? 	<p>Visitors Are visitors always welcome?</p>	<p>Journeys Is life a journey?</p>	<p>Listening and sharing What's so important about listening and sharing?</p> <ul style="list-style-type: none"> I know how to respect other people I know that I should be respected by others I know how to ask for help if other people disrespect me 	<p>Giving all What makes some people give everything for other people?</p> <ul style="list-style-type: none"> I know when it is right for me to give "my all" and when I should be cautious 	<p>Energy What's the use of energy?!</p>	<p>Choices What helps me to choose well?</p> <ul style="list-style-type: none"> I know how to ask for help when someone makes a choice that makes me feel unhappy or worried 	<p>Special places What makes a place special?</p>
Core theme	Created by God Diverse Britain	Diverse Britain (Anti-Bullying)	Created and loved by God.	Emotional Wellbeing	Money Matters Life Cycles	Created to live in community.			

St Bede's Catholic Primary School.

<p>LKS2 Cycle B (Y4)</p>	<ul style="list-style-type: none"> We are created individually by God who is Love, designed in His own image and likeness God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) Every human life is precious from the beginning of life (conception) to natural death Personal and communal prayer and worship are necessary ways of growing in our relationship with God H25: About personal identity; what contributes to who we are (ethnicity, gender, faith, culture, hobbies) R33: to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own. L3: About the relationships between rights and responsibilities 	<ul style="list-style-type: none"> R31:Recognise the importance of self-respect and how this can affect their thought and feelings about themselves. L9:About stereotypes and how they can negatively influence behaviours and attitudes towards others, R21: About discrimination, what it means and how to challenge it R23:About respecting the similarities and differences between people. L10: About prejudice, how to recognise it, and ways of responding L1: To recognise the reasons for rules and laws and consequences of not adhering to rules and laws. <p>Anti Bullying week.</p> <ul style="list-style-type: none"> This is a good opportunity to emphasise importance of protected characteristics such as disability, race, religion, sex. 	<ul style="list-style-type: none"> Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community. R16: How friendships can change over time, about making new friends and the benefits of having different types of friends. Self-confidence arises from being loved by God (not status, etc). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. H1:How to make informed decisions about health. H5: What good physical health means. H6 What constitutes a 	<ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; What emotional well-being means; Positive actions help emotional well-being (beauty, art, etc. lift the spirit); Talking to trusted people help emotional well-being (eg parents/carer/teacher/priest) H15:That mental health, just like physical health, is part of daily life and the importance of taking care of mental health. H16:Aout strategies and behaviours that support mental health – including how good quality sleep, physical exercise, time outdoors, doing things for others, hobbies and spending time with friends can support mental health and wellbeing. H17:To recognise that feelings can change over time and range in intensity. 	<p>Life cycles delivered through TenTen.</p> <ul style="list-style-type: none"> L26:That there a broad range of different jobs/careers that people can have;that people often have more than one type of job in their life. L29:That some jobs are paid more than others and money is one factor which may influence a person's job or career choice and that some people choose to do voluntary work which is unpaid. L31:To identify the kind of job they might like when they are older. L32:To recognise a variety of routes into careers(Eg college, apprenticeship, university) L17:About the different ways to pay for things and the choices people have about this L22: About risks associated with money (Money can be won, lost or stolen) and ways of keeping money safe L20:To recognise that people make spending decisions based on priorities, needs and wants. 	<p>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</p> <p>The human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p>The human family can reflect the Holy Trinity in charity and generosity.</p> <p>The Church family comprises of home, school and parish (which is part of the diocese)</p> <p>To know that God</p>
---	---	--	--	--	---	--



St Bede's Catholic Primary School.

	<ul style="list-style-type: none"> • L6: About the different groups that make up their community. • L8: About diversity, what it means, the benefits of living in a diverse community, about valuing diversity. • L2: To recognise that there are human rights, that are there to protect everyone. • L4: The importance of having compassion towards others and about shared responsibilities. • L7: To value the different contributions that people and groups make to the community. 	<ul style="list-style-type: none"> • R19: The impact of bullying online and offline, and the consequences of hurtful behaviour. • R20: Strategies to respond to hurtful behaviour witnessed or experiences offline and online (including name-calling, teasing, bullying, trolling or the deliberate exclusion of others. • R21: About discrimination; what it means and how to challenge it. • R13: The importance of seeking support if feeling lonely or excluded. 	<p>healthy diet, benefits to eating nutritionally rich food.</p> <ul style="list-style-type: none"> • Learn what the term puberty means; • Learn when they can expect puberty to take place; • Understand that puberty is part of God's plan for our bodies • H30: To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty related to human reproduction. • H26: That for some people gender identity does not always correspond with biological sex • H31: About the physical and emotional changes that happen when approaching and during puberty 	<ul style="list-style-type: none"> • H21: To recognise warning signs for mental health and wellbeing and how to seek support for themselves and others. • H19: A varied vocabulary to talk about feelings, expressing feelings in different ways. • To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. • Some behaviour is wrong, unacceptable, unhealthy and risky; • H20: Strategies to respond to feelings. • Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media • L16: About how text and images in the media social media can be manipulated or invented. 	<ul style="list-style-type: none"> • L24: The ways that money can impact people's feelings and emotions. • L19: That people's spending decisions can affect others and the environment, • L21: Different ways to keep track of money. • L18: To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something good value for money. 	<p>wants His Church to love and care for others. To devise practical ways of loving and caring for others.</p> <p>Preparation for moving to UKS2.</p>
--	---	---	--	--	--	---



St Bede's Catholic Primary School.



				<ul style="list-style-type: none"> • H32:about how hygiene routines change during the time of puberty and the importance of keeping clean. Learn correct naming of genitalia; • Learn what changes will happen to boys during puberty; • Learn what changes will happen to girls during puberty. 					
BIG QUESTIONS	<p>People Where do I come from?</p> <ul style="list-style-type: none"> • My family is unique • Every family is special • My family is different to another family and that is wonderful My "story" has similarities and differences to other people's "story" 	<p>Called What does it mean to be called and chosen?</p>	<p>Gifts What's so special about gifts?</p>	<p>Community What makes 'community'?</p> <ul style="list-style-type: none"> • I know that communities have different things that make them special 	<p>Giving and receiving What's more important - giving or receiving?</p>	<p>Self discipline Is self-discipline important in life?</p> <ul style="list-style-type: none"> • I know what is right and wrong • I know how to get help when I need it 	<p>New life What's so important about new life?</p>	<p>Building bridges Why are bridge-builders important in life?</p> <ul style="list-style-type: none"> • I know it is important to say sorry when I have done something wrong or have upset someone 	<p>God's people Why do some people do extraordinary things?</p>

UKS2 RSHE CURRICULUM FRAMEWORK						
Core theme	Created and loved by God Living in the wider world.	Living in the wider world. One world.	Created to love others.	Keeping safe	Living in the wider world. Aiming high.	Created to live in community.
UKS2 Cycle A (Y5)	<ul style="list-style-type: none"> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we 	<ul style="list-style-type: none"> L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure. R15:Strategies for recognising and managing peer influence and a desire for peer approval in friends. R28:How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. Understand what consent and bodily autonomy means; Discuss and reflect on different 	<ul style="list-style-type: none"> To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. How to use technology safely. L20:To set and maintain clear boundaries around personal privacy to manage online safety in all its forms, including seeking help when appropriate. 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 H4:How to recognise that habits can have both positive and negative effects on a healthy lifestyle. L15:Recognise things appropriate to share 	<ul style="list-style-type: none"> H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and 	<ul style="list-style-type: none"> To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others. The principles of Catholic Social Teaching. That God formed them out of love, to know and share His love with others. Learn to apply the principles of Catholic Social Teaching to current issues. Find ways in which they can spread God's



St Bede's Catholic Primary School.

	<p>all have for caring for other people and living things; how to show care and concern for others</p> <ul style="list-style-type: none"> L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity Anti Bullying week. R19:The impact of bullying online and offline and the consequences of hurtful behaviour. R20:Strategies to respond to hurtful behaviour experienced or witnessed offline and online R21:About discrimination, what it means and how to challenge it. 	<p>scenarios in which it is right to say 'no'.</p> <ul style="list-style-type: none"> R26:About seeking and giving permission (consent) in different situations. Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; Apply this approach to personal friendships and relationships. R10:About the importance of friendships, strategies for building positive friendships; how positive friendships; how positive friendships support well-being. H24:Problem solving strategies for dealing with emotions challenges and 	<p>things that should not be shared on social media; rules surrounding distribution of images.</p> <ul style="list-style-type: none"> What the term cyberbullying means and examples of it; What cyberbullying feels like for the victim; How to get help if they experience cyberbullying To judge well what kind of physical contact is acceptable or unacceptable and how to respond. That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests. Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. H48:About why people choose to use or not to use drugs. H49:About the mixed messages in the media about drugs, including alcohol and smoking. Know that our bodies are created by God, so we 	<ul style="list-style-type: none"> qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 	<p>love in their community.</p> <p>Preparation to move to year 6.</p>
--	---	---	---	---	---	---



St Bede's Catholic Primary School.

				change, including transitions. Easter Journey.		should take care of them and be careful about what we consume. <ul style="list-style-type: none"> Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance. 			
BIG QUESTIONS	Ourselves Who am I? <ul style="list-style-type: none"> What makes me unique? What makes me the same? I am proud to be me I recognise, respect and celebrate 	Life choices Is commitment important? <ul style="list-style-type: none"> How do I make wise choices? What should I commit to? 	Hope What does it mean to live in hope?	Mission Do we all have a mission in life? <ul style="list-style-type: none"> I know that I have a purpose I know that I can follow my dreams I know that I do not have to do something I am not comfortable with 	Memorial sacrifice Why do we need memories?	Sacrifice Why do we need to make sacrifices?	Transformation How can energy	Freedom and responsibility How do rules bring freedom?	Stewardship Can I be a steward of creation? <ul style="list-style-type: none"> I know that I have a responsibility I know how to get help if someone does not show good stewardship



St Bede's Catholic Primary School.



Core theme	Created and loved by God Diverse Britain.	Diverse Britain.	Me, my body and my health.	Emotional well-being. Life Cycles.	Money Matters	Created and loved by God Diverse Britain.
UKS2 Cycle B (Y6)	<ul style="list-style-type: none"> We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! <p>Diverse Britain.</p> <ul style="list-style-type: none"> H25. about personal identity; what contributes to who we are (e.g. ethnicity, 	<ul style="list-style-type: none"> L3. about the relationship between rights and responsibilities; L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others; L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how 	<ul style="list-style-type: none"> Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will 	<ul style="list-style-type: none"> To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky. Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; 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. 	<ul style="list-style-type: none"> L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L17. about the different ways to pay for things and the choices people have about this L20. to recognise that people make spending decisions based on priorities, needs and wants 	<ul style="list-style-type: none"> To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity. To know that the Holy Spirit works through us to bring God's love and goodness to others The principles of Catholic Social Teaching. That God formed them out of love, to know and share His

	<p>family, gender, faith, culture, hobbies, likes/dislikes)</p> <ul style="list-style-type: none"> • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • L3. about the relationship between rights and responsibilities • L6. about the different groups that make up their community; what living in a community means • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities 	<p>everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L10. about prejudice; 	<p>experience during puberty;</p> <ul style="list-style-type: none"> • About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately ; • H34: About where to get information about growing, including puberty. • The need for modesty and appropriate boundaries • About the unique growth and development of humans, and the changes that boys will experience during puberty; • About the need to respect their bodies as a gift from God 	<ul style="list-style-type: none"> • The difference between harmful and harmless videos and images; • The impact that harmful videos and images can have on young minds; • Ways to combat and deal with viewing harmful videos and images. • How a baby grows and develops in its mother's womb • Basic scientific facts about sexual intercourse between a man and woman; • The physical, emotional, moral and spiritual implications of sexual intercourse; • The Christian viewpoint that sexual intercourse should be saved for marriage • About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; • Some practical help on how to manage the onset of menstruation. 	<ul style="list-style-type: none"> • L21. different ways to keep track of money • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people's feelings and emotions • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) 	<p>love with others.</p> <ul style="list-style-type: none"> • Leavers preparation for Y6.
--	---	--	---	--	---	--



St Bede's Catholic Primary School.

		<ul style="list-style-type: none">• how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced• R21. about discrimination: what it means and how to challenge it• L2. to recognise there are human rights, that are there to protect everyone• L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes• L10. about prejudice;	<p>to be looked after well, and treated appropriately ;</p> <ul style="list-style-type: none">• 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.• To recognise 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	<ul style="list-style-type: none">• H33:About the process of reproduction and birth as part of the new human life cycle, how babies are conceived and born and that there are ways to prevent a baby being made, that babies have to be cared for.• H45:That female genital mutilation is against British Law, what to do and who to tell if they think they or someone is at risk.		
--	--	--	---	--	--	--



St Bede's Catholic Primary School.

			how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced	against pressure from peers or media					
BIG QUESTION S	Loving Do you have to earn love? <ul style="list-style-type: none"> I know that I do not have to say or do anything that I am not comfortable with I know that I should not "force" anyone to "earn love" or do anything they are not comfortable with 	Vocation & commitment What is commitment in life?	Expectations Should we have expectations in life? <ul style="list-style-type: none"> Should we always agree to other people's expectations? 	Sources Are books enriching?	Unity Why are we happiest when we are united? <ul style="list-style-type: none"> I know that people can support others in different ways, through different strengths 	Death & new life Can any good come out of loss and death?	Witnesses What do I want to witness to in my life? <ul style="list-style-type: none"> I can make wise decisions about what I witness to 	Healing Who needs healing?	Common good How can we work together to build a just and fair world? <ul style="list-style-type: none"> I know my opinion is important I know how to value other people and their opinion I know I can make a difference and that I can help others to make a difference