

The STM PSHE Curriculum


National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school	
<p>Personal, Social, Health and Economic (PSHE) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life in modern Britain. It contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions... Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.</p> <p>Aims</p> <ul style="list-style-type: none"> Secure accurate and relevant knowledge, and have opportunities to turn that knowledge into personal understanding Have opportunities to explore, clarify and if necessary challenge, own and others' values, attitudes, beliefs and responsibilities Develop the skills, language and strategies needed in order to live healthy, safe, fulfilling, responsible and balanced lives. 	<p>The PSHE curriculum is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe, develop relationships and prepared for life and work.</p> <p>PSHE provides the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</p> <p>Relationships Education is also taught as part of broader PSHE education. This allows pupils to develop the necessary skills, knowledge and personal attributes required to address related factors such as media literacy; drugs and alcohol; equality and prejudice; and health.</p>	
Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
<ul style="list-style-type: none"> Personal, Social and Emotional Development: Making relationships Personal, Social and Emotional Development: Sense of self Personal, Social and Emotional Development: Understanding emotions PSED early learning goals - Self-Regulation, Managing Self, Building Relationships 	<ul style="list-style-type: none"> RE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics. Geography & history - learning about values, public services, jobs, relationships and issues of equality in other countries and other times. Science - learning about food groups, healthy living, digestion, the heart and lungs and the impact of substances on our body. PE - keeping healthy and the importance of fitness for general health. Computing - eSafety is taught in both subject areas and needs to be considered whenever working online. Maths - working with money (particularly when using shopping as a context), calculating a budget. 	<ul style="list-style-type: none"> Have opportunities to develop their skills a knowledge in safe, real-life contexts (eg. Hazard Alley, Kidzania, Crucial Crew). Take on positions of responsibility and leadership within school (School Council, Prefects, Sports Crew). Participate in democracy, through annual School Council elections in Years 1-6 (with speeches, voting papers, a secret ballot and all votes counted.) Meet local leaders in a range of fields (councillors, faith leaders, business people etc.) and learn about their role and the skills they need to be successful. Participate in fundraising and other charity events (such as Race for Life, NSPCC Dance-a-thon, bake sales and food bank collections). Have regular opportunities to discuss personal views, ideas and beliefs in an open, trusting environment.

Wholeness Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	<ul style="list-style-type: none"> Personal, Social and Emotional Development: Making relationships Personal, Social and Emotional Development: Sense of self Personal, Social and Emotional Development: Understanding emotions PSED early learning goals - Self-Regulation, Managing Self, Building Relationships					Ten Ten - Life to the full
Year 1	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full
Year 2	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full
Year 3	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full
Year 4	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full
Year 5	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full
Year 6	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Ten Ten - Life to the full



Wholeness – Jigsaw progression document.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me In My World	Celebrating Differences (Including Anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Ten Ten: Life to the full
Foundation 	Help others feel welcome Try to make our school community a better place Think about everybody's right to learn Care about other people's feelings Work well with others Choose to follow the learning charter	Accept that everyone is different Include others when working and playing Know how to help if someone is being bullied Try to solve problems Try to use kind words	Stay motivated when doing something challenging Keep trying even when it is difficult Work well with a partner or in a group Have a positive attitude Help others to achieve their goals Are working hard to achieve their own dreams and goals	Have made a healthy choice Have eaten a healthy balanced diet Have been physically active Have tried to keep themselves and others safe Know how to be a good friend and enjoy healthy relationships.	Know how to make friends Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know how to help themselves and others when they feel hurt and upset Know and show what makes a good relationship.	I know our bodies are created by God. We are all God's special children. I know about safe and unsafe situations indoors and outdoors, including online and who to trust. I know we are entitled to bodily privacy. I know medicines are from parent or doctor and first aid can help. I know there are lots of jobs designed to help us. I know there are different stages in life and God is love.

Year 1

I understand the rights and responsibilities of being a member in my class

I know how to make my class a safe place for everybody to learn

I can tell you ways that I am different from my friends.

I understand these differences make us all special and unique.

I can tell you how I felt when I succeeded in a new challenge and celebrated it.

I know how to store the feelings of success in my internal treasure chest.

I can tell you why I think my body is amazing and can identify to some ways to keep it healthy and safe.

I can recognise how being healthy helps me to feel happy.

I can tell you why I appreciate someone who is special to me.

I can express how I feel about them.

I know that God loves me and we are special. I can identify special people.

I know how to treat someone well and say sorry.

I understand safe and unsafe situations, including online.(FS)

I know which are good and bad secrets and can resist pressure. I know medicines are drugs, but not all drugs are good.

I know alcohol and tobacco are harmful.

I know we are part of different communities.

I know God created our bodies (FS) so we must take care of them.

I know 999 is for emergencies – police, fire, ambulance.

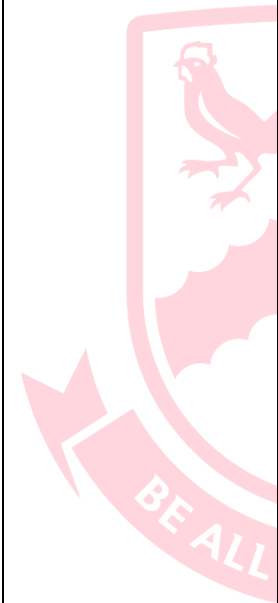
I know some first aid.





Year 2

<p>I understand the rights and responsibilities of being a member in my class and school</p> <p>I can help to make my class a safe and fair space to learn</p>	<p>I can identify some ways in which my friend is different from me.</p> <p>I can tell you why I value this difference about him/her.</p>	<p>I can explain some of the ways I work cooperatively in my group to create the end product.</p> <p>I can express how it felt to be working as part of this group.</p>	<p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can express how it feels to share healthy food with my friends.</p>	<p>I can identify some of the things that cause me conflict between me and my friends.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p>	<p>I know that God wants us to talk to Him often through the day and treat Him as our best friend.</p> <p>I know we are unique, with individual gifts, talents and skills.</p> <p>I know the names of the parts of our bodies.</p> <p>I know girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual.</p> <p>I know what a healthy lifestyle is.</p> <p>I know that it is natural for us to relate to and trust one another and that we all have different 'tastes' (likes and dislikes), but also similar needs.</p> <p>I know that feelings and actions are two different things.</p> <p>I know that we are a part of different communities (1) and have a duty of care for others and the world we live in.</p>
<p>Year 3</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping</p>	<p>I can explain how some of the actions and work of people around the world help and influence my life.</p>	<p>I know every human life is precious from the beginning of life (conception) to natural death.</p>



	<p>I value myself and know how to make someone else feel valued and welcome</p>	<p>I can give and receive compliments and know how this feels.</p>	<p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p>	<p>I am myself safe including who to go to for help. I can express how being anxious or scared feels.</p>	<p>I can show an awareness of how this could affect my choices.</p>	<p>I know that by regularly receiving the Sacrament of Reconciliation, we grow in good deeds. I know the importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. I know the difference between a group of friends and a 'clique'. I know about harassment and exploitation in relationships and can respond. I know that what we watch, hear, say or do can be good or bad for us and others. I can judge what kind of physical contact is acceptable and what isn't, and how to respond. I know alcohol and tobacco are bad for us.(1) I know quick reactions in an emergency can save lives. I can devise practical ways of loving and caring for others.</p>
<p>Year 4</p>	<p>I understand how democracy and having a voice benefits the school community I can take on a role in a group and</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p>	<p>I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p>I can explain different points of view on animal rights issues. I can express my own opinion and feelings on this.</p>	<p>I know self-confidence arises from being loved by God. I know about the need to respect and look after their bodies as a gift from God.</p>



	contribute to the overall outcome	I can explain why it is good to accept people for who they are.	have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure.		<p>I understand that puberty is part of God's plan for our bodies.</p> <p>I know the correct names of genitalia.</p> <p>I know talking to trusted people help emotional well-being.</p> <p>I know that images in the media do not always reflect reality.</p> <p>I know some behaviour is wrong, unacceptable, unhealthy and risky.</p> <p>I know how a baby grows and develops in its mother's womb including, scientifically the moment of conception.</p> <p>I know how conception and life in the womb fits into the cycle of life.</p> <p>I know human beings act at three integrated levels: physical, psychological and spiritual.</p> <p>I can devise practical ways of loving and caring for others.</p>
Year 5	<p>I understand my rights and responsibilities as a British citizen and a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p>	<p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and</p>	<p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p>	<p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or</p>	<p>I know lots of changes will happen when growing up.</p> <p>I know there are strategies that they can adopt to resist pressure.</p> <p>(4)</p> <p>I understand what consent and bodily autonomy means.</p> <p>I know about how</p>



		know how to support children who are being bullied.		I respect and value my body.	cause harm to myself or others.	thoughts and feelings impact on actions.(2) I know how to report and get help if they encounter inappropriate materials or messages. I know how to get help if they experience cyberbullying. I can judge well what kind of physical contact is acceptable or unacceptable (2) and how to respond. I know how to make good choices about substances. I know I can say no to drugs, alcohol and tobacco. I know how to give assistance in an emergency.
Year 6	I know that there are universal rights for all children but for many children these rights are not met I understand my own wants and needs and can compare these with children in different communities	I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this.	I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.	I know that similarities and differences between people arise as they grow and mature. I know That human beings are different to other animals and the unique growth and development of humans, and the changes that girls will experience during puberty. I know about the need to respect their bodies and dressed appropriately. I know how to make good choices that have an impact

				<p>on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment.</p> <p>I know that thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure.</p> <p>I know some behaviour is wrong, unacceptable, unhealthy or risky.(5)</p> <p>I know emotions change as they grow up including hormonal effects.</p> <p>I know ways to combat and deal with viewing harmful videos and images.</p> <p>I know how a baby grows and develops in its mother's womb.</p> <p>I know about the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life.</p>
--	--	--	--	---

Life To The Full coverage

VC ACADEMY

CORE THEME	Created and Loved by God				Created to Love Others			Created to Live in Community	
	Religious Understanding g	Me, my body, my health	Emotional well-being	Life cycles	Religious Understanding	Personal Relationships	Keeping Safe	Religious Understanding	Living in the Wider World
EYFS	Story Sessions: Handmade with Love	Session 1: I Am Me	Session 1: I like, You like, We all like!	Session 1: Growing Up	Session 1: Role Model	Session 1: Who's Who?	Session 1: Safe Inside and Out	Session 1: God is Love	Session 1: You, Me, Us
		Session 2: Heads, Shoulders Knees and Toes	Session 2: Good Feelings, Bad Feeling			Session 2: You've got a friend in me	Session 2: My Body, My Rules	Session 2: Loving God, Loving Others	
		Session 3: Ready Teddy?	Session 3: Let's Get Real!			Session 3: Forever Friends	Session 3: Feeling Poorly		

							Session 4: People Who help us		
Key Stage One	Story Sessions: Let the children come.	Session 1: I Am Unique (Me)	Session 1: Feelings, Likes and Dislikes	Session 1: The Cycle of Life	Session 1: God Loves You	Session 1: Special People	Session 1: Being Safe	Session 1: Trinity House	Session 1: The Communities We Live In
		Session 2: Girls and Boys (My Body)	Session 2: Feeling Inside Out			Session 2: Treat Others Well...	Session 2: Good Secrets & Bad Secrets	Session 2: Who Is My Neighbour?	
		Session 3: Clean & Healthy (My Health)	Session 3: Super Susie Gets Angry			Session 3: ...and Say Sorry	Session 3: Physical Contact		
LOWER KEY STAGE TWO	Story Sessions: Get Up!	Session 1: We Don't Have To Be The Same	Session 1: What Am I Feeling?	Session 1 (Yr4+): Life Cycles	Story Sessions: Jesus, My Friend	Session 1: Friends, Family and Others	Session 1: Sharing Online	Session 1: Trinity House	Session 1: How Do I Love Others?
		Session 2: Respecting Our Bodies	Session 2: What Am I Looking At?				Session 2: Chatting Online		
		Session 3 (Yr4+) What is Puberty?				Session 2: When Things Feel Bad	Session 3: Safe in my Body	Session 2: What is the Church?	
	Session 4 (Yr4+) Changing Bodies	Session 3: I Am Thankful!	Session 4: Drugs, Alcohol Tobacco						
	Session 5 (Yr4+) Discussion Groups - optional		Session 5: First Aid Heros						
Session 1: Sacraments									
Upper Key Stage Two	Story Sessions: Calming the Storm	Session 1: Gifts and Talents	Session 1: Body Image	Session 1: Making Babies (Pt1)	Session 1: Is God Calling You?	Session 1: Under Pressure	Session 1: Sharing isn't always caring	Session 1: Trinity House	Session 1: Reaching Out
		Session 2: Girls' Bodies	Session 2: Peculiar Feelings						
		Session 3: Boys' Bodies	Session 3: Emotional Changes	Session 3: Menstruation		Session 3: Types of Abuse	Session 2: Catholic Social Teaching		
		Session 4: Spots and Sleep	Session 4: Seeing Stuff Online			Session 2: Do You Want a Piece of Cake?		Session 4: Impacted Lifestyles	
				Session 5: Making Good Choices	Session 3: Self-Talk	Session 6: Giving Assistance			