

Holy Cross Catholic Primary School-PSHE/SRE/RHE Mapping KS1

Life to the Full	DFE Guidance	PSHE Association
<p><b>MODULE ONE</b>  <b>KS1.1.1.1 - Let the Children Come</b>                      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, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;                      We are created as a unity of body, mind and spirit: who we are matters and what we do matters;                      We can give thanks to God in different ways.</p>	<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>H21. to recognise what makes them special                      H22. to recognise the ways in which we are all unique</p>
<p><b>KS1.1.2.1 - I am Unique (Me)</b>                      To learn that we are unique, with individual gifts, talents and skills.</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.                      That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>H21. to recognise what makes them special                      H22. to recognise the ways in which we are all unique                      H23. to identify what they are good at, what they like and dislike                      R23. to recognise the ways in which they are the same and different to others                      L6. to recognise the ways they are the same as, and different to, other people                      L14. that everyone has different strengths</p>
<p><b>KS1.1.2.2. - Girls &amp; Boys (My Body)</b>                      Our bodies are good;                      The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);                      Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.  <b>NSPCC PANTS</b>  <b>Privates are private</b></p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.                      What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).                      That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>H21. to recognise what makes them special                      H22. to recognise the ways in which we are all unique                      H25. to name the main parts of the body                      R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private                      R22. about how to treat themselves and others with respect; how to be polite and courteous                      R23. to recognise the ways in which they are the same and different to others                      L1. about what rules are, why they are needed, and why different rules are needed for different situations                      L6. to recognise the ways they are the same as, and different to, other people</p>

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<p>Always remember your body belongs to you No means no Talk about secrets that upset you Speak up, someone can help</p>		
<p><b>KS1.1.2.3 - Clean and Healthy (My Health)</b> Our bodies are good and we need to look after them; What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene. Lifebuoy Soaper Heroes- Keeping healthy; food and exercise; hygiene routines;</p>	<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The characteristics and mental and physical benefits of an active lifestyle. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The importance of sufficient good quality sleep for good health About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H5. simple hygiene routines that can stop germs from spreading H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>
<p><b>KS1.1.3.1 - Feelings, Likes and Dislikes</b> That it is natural for us to relate to and trust one another; 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</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling</p>
<p><b>KS1.1.3.2 - Feeling Inside Out</b> 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.</p>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</p>	<p>H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people’s bodies and how they behave H14. how to recognise what others might be feeling H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult</p>

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		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
<p><b>KS1.1.3.3 - Super Susie Gets Angry</b> Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven. <b>Mental Health and Well-being (PSHE Association)-</b> Recognising what makes them unique and special; feelings; managing when things go wrong</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>H13. how feelings can affect people's bodies and how they behave H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H24. how to manage when finding things difficult R8. simple strategies to resolve arguments between friends positively R11. about how people may feel if they experience hurtful behaviour or bullying R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous</p>
<p><b>KS1.1.4.1 - The Cycle of Life</b> Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>H26. about growing and changing from young to old and how people's needs change</p>
<p><b>MODULE TWO</b> <b>KS1.2.1.1 - God Loves You</b> We are part of God's family; Saying sorry is important and can mend friendships; Jesus cared for others and has expectations of them and how they should act; We should love other people in the same way God loves us.</p>	<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. The conventions of courtesy and manners.</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for L4. about the different groups they belong to L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L15. that jobs help people to earn money to pay for things</p>
<p><b>KS1.2.2.1 - Special People</b> To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family;</p>	<p>That families are important for children growing up because they can give love, security and stability. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H22. to recognise the ways in which we are all unique R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p>

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<p>The importance of being close to and trusting special people and telling them if something is troubling them.</p>	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Where to get advice e.g. family, school and/or other sources.</p>	<p>R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p>
<p><b>KS1.2.2.2 - Treat Others Well...</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.</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. The conventions of courtesy and manners. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>H13. how feelings can affect people's bodies and how they behave R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R10. that bodies and feelings can be hurt by words and actions; R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous L2. how people and other living things have different needs; about the responsibilities of caring for them L5. about the different roles and responsibilities people have in their community</p>
<p><b>KS1.2.2.3 - ... and Say Sorry</b> To recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.</p>	<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>H14. how to recognise what others might be feeling H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H24. how to manage when finding things difficult R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>
<p><b>KS1.2.3.1 - Being Safe</b> To understand safe and unsafe situations, including online. <b>Online Safety-Education for a connected world</b> <b>Self-image and identity</b>-To explore various scenarios and then identify the trusted adult they</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>H8. how to keep safe in the sun and protect skin from sun damage H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p>

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<p>would look to tell, relating to online and offline. (Year 1), To explore different identities and profiles used online. (Year 2)</p> <p><b>Online Relationships</b>-That they should use electronic communication respectfully. To begin to understand what is meant by a digital footprint. (Year 1), To understand how to have safe communication with a person they don't know, for example asking questions about a topic of interest on a forum. (Year 2)</p> <p><b>Online Reputation</b>-To identify when information can be shared with others online or if it needs to be kept secure. (Year 1), To identify when information can be shared with others online or if it needs to be kept secure. To identify adults they can trust to talk to with online problems or concerns. (Year 2)</p> <p><b>Online Bullying</b>-To explore various online and offline scenarios and how to make good choices to solve problems. (Year 1), To identify rules for their social behaviour, practically focusing on how they interact with each other at school, showing each other respect and how they interact online. Use these rules to solve problems in different scenarios. (Year 2)</p> <p><b>Managing Online Information</b>-To use key words to search for answers to questions related to a topic of interest. (Year 1), To use specific key words to search for answers to questions related to a topic of interest and understand that search engines only pay attention to key words. (Year 2)</p> <p><b>Health, well-being and lifestyle</b>-Review the meaning of Zip it, Block it and Flag it rules and discuss how they can be remembered in the school playground and when the children are online. (Year 1), To deepen practical application of Zip it, Block it and Flag it rules using various scenarios offline and online. (Year 2)</p> <p><b>Privacy and security</b>-To consider carefully about what we and our families share online. Public (information we can share online), Personal (information we need to think carefully about sharing, made up of our interests) and Private (information we should never share with people online) (Year 1), To further explore Public, Personal and Private information and whether this information should be shared. (Year 2)</p> <p><b>Copyright and ownership</b>-To consider how they would feel about their art work being shown around the world but with someone else getting the credit. (Year 1), To begin to understand copyright law and what may happen when original</p>	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard, That for most people the internet is an integral part of life and has many benefits.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Where and how to report concerns and get support with issues online.</p>	<p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>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 that scares them</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>
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<p>writers don't get a credit for their hard work. (Year 2) Thinkuknow Jessie and Friends</p>		
<p><b>KS1.2.3.2 - Good Secrets and Bad Secrets</b> The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe.</p>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p>	<p>H16. about ways of sharing feelings; a range of words to describe feelings H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it R2. to identify the people who love and care for them and what they do to help them feel cared for R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>
<p><b>KS1.2.3.3 - Physical Contact</b> To know that they are entitled to bodily privacy; 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>The importance of permission-seeking and giving in relationships with friends, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>H10. about the people who help us to stay physically healthy R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>
<p><b>KS1.2.3.4 - Harmful Substances</b> Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume.</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>H1. about what keeping healthy means; different ways to keep healthy H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>
<p><b>KS1.2.3.5 - Can You Help Me?</b></p>	<p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>H10. about the people who help us to stay physically healthy H33. about the people whose job it is to help keep us safe H35. about what to do if there is an accident and someone is hurt</p>

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<p>They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid</p>	<p>How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. The facts and science relating to immunisation and vaccination</p>	<p>H36. how to get help in an emergency (how to dial 999 and what to say) L2. how people and other living things have different needs; about the responsibilities of caring for them L5. about the different roles and responsibilities people have in their community</p>
<p><b>MODULE THREE</b> <b>KS1.3.1.1 - Three in One</b> That God is love: Father, Son and Holy Spirit That being made in his image means being called to be loved and to love others</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others L4. about the different groups they belong to</p>
<p><b>KS1.3.1.2 - Who is my Neighbour?</b> 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.</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others L2. how people and other living things have different needs; about the responsibilities of caring for them L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people</p>
<p><b>KS1.3.2.1 - The Communities We Live In</b> That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R7. about how to recognise when they or someone else feels lonely and what to do R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively L3. about things they can do to help look after their environment L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people L17. about some of the strengths and interests someone might need to do different jobs</p>
<p><b>Journey In Love</b></p>	<p>That families are important for children growing up because they can give love, security and stability.</p>	<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>

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<p><b>Year 1-To focus on families, especially growing up in a loving, secure and stable home</b>          -To recognise signs that they are loved in their family          -To recognise how they are cared for and kept safe in their family          -To celebrate ways God loves and cares for them</p> <p><b>Year 2-To describe how they are growing and developing in diverse communities that are God given.</b>          -To recognise the joy and friendship of belonging to a diverse community          -To describe ways of being safe in communities          -To celebrate ways of meeting God in our communities</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Where to get advice e.g. family, school and/or other sources.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it          H22. to recognise the ways in which we are all unique          R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives          R2. to identify the people who love and care for them and what they do to help them feel cared for          R3. about different types of families including those that may be different to their own          R4. to identify common features of family life          R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do          R21. about what is kind and unkind behaviour, and how this can affect others          R22. about how to treat themselves and others with respect; how to be polite and courteous          R24. how to listen to other people and play and work cooperatively          L3. about things they can do to help look after their environment          L5. about the different roles and responsibilities people have in their community          L6. to recognise the ways they are the same as, and different to, other people          L17. about some of the strengths and interests someone might need to do different jobs</p>
<p><b>All Are Welcome</b></p> <p><b>Year 1</b>          -To like the way I am          -To play with girls and boys          -To recognise that people are different ages          -To understand that our bodies work in different ways          -To understand we share the world with lots of people</p> <p><b>Year 2</b>          -To understand what diversity is          -To understand how we share the world</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>H11. about different feelings that humans can experience          H12. how to recognise and name different feelings          H13. how feelings can affect people's bodies and how they behave          H14. how to recognise what others might be feeling          H21. to recognise what makes them special          H22. to recognise the ways in which we are all unique          H23. to identify what they are good at, what they like and dislike          R23. to recognise the ways in which they are the same and different to others          L6. to recognise the ways they are the same as, and different to, other people          L14. that everyone has different strengths          H26. about growing and changing from young to old and how people's needs change          R6. about how people make friends and what makes a good friendship</p>

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<p>-To understand what makes someone feel proud          -To feel proud of being different          -To be able to work with everyone in my class</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	
<p><b>Alzheimer’s Society-          Year 1-understanding memory, an introduction to dementia and dementia in the community</b>          -To learn that different people have different needs          -To learn how we care for people, animals and other living things in different ways</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.          The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>L1. About what rules are, why they are needed, and why different rules are needed for different situations          L2. How people and other living things have different needs; about the responsibilities of caring for them          L3. About things they can do to help look after their environment</p>
<p><b>Values Money and Me          Year 1-Do the right thing</b>          -Explore a range of moral dilemmas and consequences and develop their sense of moral values in relation to their wants and needs.  <b>Year 2-Charity Job Week</b>          - explore how they can plan a charity event; price goods and services, undertake basic financial planning as part of this process.</p>	<p>To look after their money and realise that future wants and needs may be met through saving.          That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.          The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>L2. How people and other living things have different needs; about the responsibilities of caring for them          L3. About things they can do to help look after their environment          L13. that money needs to be looked after; different ways of doing this          L17. about some of the strengths and interests someone might need to do different jobs</p>
<p><b>PSHE Association – Inclusion, belonging and addressing extremism, (KS1), ‘Sameness and difference’-Year 2-Respecting ourselves and others</b>          Recognising things in common and differences; playing and working cooperatively; sharing opinions  <b>Belonging to a community</b>          Belonging to a group; roles and responsibilities; being the same and different in the community</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.          The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.          That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.          Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them          L4. about the different groups they belong to          L5. about the different roles and responsibilities people have in their community          L6. to recognise the ways they are the same as, and different to, other people          R23. to recognise the ways in which they are the same and different to others          R24. how to listen to other people and play and work cooperatively          R25. how to talk about and share their opinions on things that matter to them</p>

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	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>The conventions of courtesy and manners.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	
<p><b>Winston's Wish-Loss and Bereavement-Year 2</b></p> <ul style="list-style-type: none"> <li>-Saying goodbye to a pet</li> <li>-Explore feelings related to loss</li> <li>-Identify ways of managing feelings of loss</li> </ul>	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p>