Holy Cross Catholic Primary School-PSHE/SRE/RHE Mapping LKS2

Life to the Full	DFE Guidance	PSHE Association
MODULE ONE **LKS2.1.1.1 - "Get Up!"** 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; In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue); It is important to make a nightly examination of conscience.	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.	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
LKS2.1.1.2 - The Sacraments That in Baptism God makes us His adopted children and 'receivers' of His love. That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. The conventions of courtesy and manners. 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.	H17. to recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
LKS2.1.2.1 - We Don't Have To Be The Same Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).	The importance of self-respect and how this links to their own happiness. 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.	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online

	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.	and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background L7. to value the different contributions that people and groups make to the community
LKS2.1.2.2 - Respecting Our Bodies 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 **Dental Health-PSHE Association (Year 4)** How to maintain oral hygiene and dental health, including how to brush and floss correctly The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 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. 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). 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 and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

	The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	
LKS2.1.2.3 - What is Puberty? (Year 4 only) 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.	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	H17. to recognise that feelings can change over time and range in intensity H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring
LKS2.1.2.4 - Changing Bodies (Year 4 only) Learn correct naming of genitalia; Learn what changes will happen to boys during puberty; Learn what changes will happen to girls during puberty.	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring
LKS2.1.2.5 - Discussion Groups (Year 4 only) n/a	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	H31. about the physical and emotional changes that happen when approaching and during puberty H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring
LKS2.1.3.1 - What Am I Feeling? 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;	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all	H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing

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/parish priest). **Mental Health and Wellbeing-Year 3 (PSHE Association)**	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. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, H31. about the physical and emotional changes that happen when approaching and during puberty
LKS2.1.3.2 - What Am I Looking At? To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	What a stereotype is, and how stereotypes can be unfair, negative or destructive. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H37. 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 R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should

		expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
LKS2.1.3.3 - I Am Thankful! Some behaviour is wrong, unacceptable, unhealthy and risky; Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.	Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H38. how to predict, assess and manage risk in different situations R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
LKS2.1.4.1 - Life Cycles That they were handmade by God with the help of their parents;	n/a	H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.		
MODULE TWO **LKS2.2.1.1 - Jesus, My Friend** That Jesus loves, embraces, guides, forgives and reconciles us with him and one another; 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.	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.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R13. the importance of seeking support if feeling lonely or excluded 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 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' L20. to recognise that people make spending decisions based on priorities, needs and wants L24. to identify the ways that money can impact on people's feelings and emotions
LKS2.2.2.1 - Friends, Family and Others... Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; That there are different types of relationships including those between acquaintances, friends, relatives and family; That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; The difference between a group of friends and a 'clique'.	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. That families are important for children growing up 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.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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.	R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
LKS2.2.2.2 - When Things Feel Bad 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.	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. 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 recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where to get advice e.g. family, school and/or other sources.	H18. about everyday things that affect feelings and the importance of expressing feelings R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

		R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
LKS2.2.3.1 - Sharing Online 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; How to report and get help if they encounter inappropriate materials or messages.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. That the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. How information and data is shared and used online That for most people the internet is an integral part of life and has many benefits. 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. 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.	H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H35. about the new opportunities and responsibilities that increasing independence may bring H37. 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 H42. 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 do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L11. recognise ways in which the internet and social media can be used both positively and negatively L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

LKS2.2.3.2 - Chatting Online **How to use technology safely;** That bad language and bad behaviour are inappropriate; That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; How to report and get help if they encounter inappropriate materials or messages. **Online Safety-Education for a connected world** **Self-image and identity-**To explore identities through likes, dislikes, similarities and differences. (Year 3), To explore different identities through likes, dislikes, similarities and differences. To explore the power of compliments. (Year 4) **Online Relationships-**To explore how our interaction with others varies online but is linked by our interests and form a web of interactions. To explore profiles to trust/not trust. (Year 3), To explore tips for keeping safe online generally and specifically to social media, forums and online games. To explore profiles/people to trust/not trust. (Year 4) **Online Reputation-**To explore how much they share with parents and how much their parents are aware of what they do online. (Year 3), To know that our pictures can be edited easily online with simple software. (Year 4) **Online Bullying-**To identify what online and offline bullying is and how this can be prevented. (Year 3), To identify how online actions can make people feel and what the impact of this can be. To explore different examples of respectful/disrespectful electronic communication (Year 4) **Managing Online Information-**To identify the differences between facts, beliefs and opinions. To be aware of adverts, sponsorships and fake reviews. (Year 3),To explore the differences between facts, opinions and beliefs and how some opinions can become a belief when others have recognised, argued for or encouraged. To be aware of in-app purchases. (Year 4) **Health, well-being and lifestyle-**To explore how they spend their time and if there is a balance of healthy and unhealthy activities and online/offline activities. (Year 3) To explore the positives and the negatives of the online world. To understand the positives and negatives of recreational screen time and its impacts. (Year 4) **Privacy and security-**To understand that passwords and usernames are important for security reasons. (Year 3), To further understand online security through passwords and usernames, encryption and cybercrime. (Year 4) **Copyright and ownership-**To explore the positives and negatives of fake brands and the risks of downloading fake material online. (Year 3), To further understand copyright law, usage rights and content for public domain. (Year 4)	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. That people sometimes behave differently online, including by pretending to be someone they are not. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to ask for advice or help for themselves or others, and to keep trying until they are heard, 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. Where and how to report concerns and get support with issues online.	H35. about the new opportunities and responsibilities that increasing independence may bring H37. 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 H42. 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 do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) L11. recognise ways in which the internet and social media can be used both positively and negatively L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

LKS2.2.3.3 - Safe in My Body 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 our teachers and parish priest. **NSPCC-Speak Out Stay Safe** To know what abuse is, what the different types of abuse are, how to spot the signs of abuse and what to do if they are ever made to feel scared or worried by something.	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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 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 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. Where and how to report concerns and get support with issues online.	R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)
LKS2.2.3.4 - Drugs, Alcohol and Tobacco 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.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The facts and science relating to immunisation and vaccination	H5. about what good physical health means; how to recognise early signs of physical illness H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break 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 use drugs (including nicotine, alcohol and medicines);
LKS2.2.3.5 - First Aid Heroes In an emergency, it is important to remain calm. Quick reactions in an emergency can save a life.	How to make a clear and efficient call to emergency services if necessary.	H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

Children can help in an emergency using their First Aid knowledge.	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
MODULE THREE **LKS2.3.1.1 - A Community of Love** God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'; The human family is to reflect the Holy Trinity in mutual charity and generosity. **PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community-Year 4**	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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.	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 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 L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community
LKS2.3.1.2 - What is the Church? That the human family is to reflect the Holy Trinity in mutual charity and generosity; The Church family comprises of home, school and parish (which is part of the diocese).	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 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) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community
LKS2.3.2.1 - How Do I Love Others? To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.	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.	R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

		R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 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) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community
Journey In Love **Year 3** **To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe** -To describe and give reasons how friendships make us feel happy and safe - To describe and give reasons why friendships can break down, how they can be repaired and strengthened -To celebrate they joy and happiness of living in friendship with God and others **Year 4** **To make links and connections to show that we are all different.** **To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.** -To describe how we should all be accepted and respected.	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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That most friendships have ups and downs, and that these can often be worked through so that	H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

-To describe how we should treat others making links with the diverse modern society we live in. -To celebrate the uniqueness and innate beauty of each of us.	the friendship is repaired or even strengthened, and that resorting to violence is never right.	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R13. the importance of seeking support if feeling lonely or excluded 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 L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced
All Are Welcome **Year 3** -To understand how difference can affect someone. -To understand what discrimination means. -To find a solution to a problem. -To use strategies to help someone who feels different. -To be welcoming. **Year 4** -To know when to be assertive. -To understand why people choose to get married. -To overcome language as a barrier. -To ask questions. -To be who you want to be.	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. Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R13. the importance of seeking support if feeling lonely or excluded 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 L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R21. about discrimination: what it means and how to challenge it
The Adoptables-Year 3 Recognise that there are many different types of family. Describe how through our actions and words, we can be sensitive and kind towards someone who is facing difficulties.	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. That families are important for children growing up 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	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

	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.	R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
Behaviour/Relationships-Do the right thing-Year 3 Recognising respectful behaviours e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online Recognising the importance of self-respect and their right to be treated respectfully by others What it means to treat others, and be treated, politely Recognise the ways in which people show respect and courtesy in different cultures and in wider society	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.	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
Alzheimer's Society -Year 3 **Understanding how the brain works, what it controls** **Understand what dementia is and how it relates to memory** Recognising respectful behaviour e.g. helping or including others, being responsible How to model respectful behaviour in different situations e.g. at home, at school, online	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.	R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships
Compassionate Class RSPCA-Year 3 Learn about the different groups that make up and contribute to a community Learn about the individuals and groups that help the local community, including through volunteering and work Recognise how to show compassion towards others in need and the shared responsibilities of caring for them	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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.	L2. how people and other living things have different needs; about the responsibilities of caring for them 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) L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community

Gambleaware-Exploring Risk-Year 3 To learn about risk in everyday situations To be able to assess how risky different everyday activities are, describe how important it is to 'stop and think' before taking a risk, explain what makes a risk worth taking and what makes it too risky	The rules and principles for keeping safe (online), how to recognise risks, harmful content and contact, and how to report them.	H38. how to predict, assess and manage risk in different situations H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about
Values Money and Me **I Want It!-Year 4** explore a range of issues in relation to realistic saving, earning, planning and budgeting.	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.	L17. about the different ways to pay for things and the choices people have about this 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' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L21. different ways to keep track of money
Self-Esteem/Identity-Year 4 Identify examples of personal achievements, strengths and skills Express pride in their personal attributes and explain how this links to self-esteem Identify skills and attributes which they would like to improve or develop further Set targets for improvement and development and identify ways they might achieve these.	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health. 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. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth