

Holy Cross Catholic Primary School-PSHE/SRE/RHE Mapping UKS2

Life to the Full	DFE Guidance	PSHE Association
<p>MODULE ONE 3.1.1.1. - Calming the Storm We were created individually by God who cares for us and wants us to put our faith in Him. Physically becoming an adult is a natural phase of life. Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it!</p>	<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. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H31. about the physical and emotional changes that happen when approaching and during puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p>
<p>3.1.2.1 - Gifts and Talents Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community; Self-confidence arises from being loved by God (not status, etc).</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. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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. The importance of self-respect and how this links to their own happiness.</p>	<p>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 H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H24. problem-solving strategies for dealing with emotions, challenges and change, 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 H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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 R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>

		<p>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</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>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</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>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</p> <p>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</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>
<p>3.1.2.2 - Girls' Bodies That human beings are different to other animals; About the unique growth and development of humans, and the changes that girls will experience during puberty; About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 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>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>
<p>3.1.2.3 - Boys' Bodies That human beings are different in kind to other animals; About the unique growth and development of humans, and the changes that boys will experience during puberty;</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. That stable, caring relationships, which may be of different types, are at the heart of happy</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>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)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p>

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<p>About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; The need for modesty and appropriate boundaries.</p>	<p>families, and are important for children’s security as they grow up. 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>H34. about where to get more information, help and advice about growing and changing, especially about puberty R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p>
<p>3.1.2.4 - Spots & Sleep How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p>	<p>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. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. The characteristics and mental and physical benefits of an active lifestyle. 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. 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). 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.</p>	<p>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 H5. about what good physical health means; how to recognise early signs of physical illness 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 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</p>

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<p>3.1.3.1 - Body Image To recognise that images in the media do not always reflect reality and can affect how people feel about themselves That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p>	<p>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. The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive. 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. 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>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 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 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 H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H35. about the new opportunities and responsibilities that increasing independence may bring 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 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 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 L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information 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</p>
<p>3.1.3.2 - Peculiar Feelings</p>	<p>That most friendships have ups and downs, and that these can often be worked through so that</p>	<p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p>

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<p>To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action. That some behaviour is wrong, unacceptable, unhealthy or risky.</p>	<p>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. The conventions of courtesy and manners. 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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>H17. to recognise that feelings can change over time and range in intensity 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, R2. that people may be attracted to someone emotionally, romantically and sexually; R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R13. the importance of seeking support if feeling lonely or excluded 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 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 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</p>
<p>3.1.3.3 - Emotional Changes Emotions change as they grow up (including hormonal effects); To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action; About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</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. - How important friendships are in making us feel happy and secure, and how people choose and make friends. 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.</p>	<p>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 H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p>

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	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 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.</p>	<p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 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) 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 R16. how friendships can change over time, about making new friends and the benefits of having different types of friends 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 R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>3.1.3.4 - Seeing Stuff Online The difference between harmful and harmless videos and images; The impact that harmful videos and images can have on young minds; Ways to combat and deal with viewing harmful videos and images Newswise-Spotting Fake News (Year 5), Managing feelings about the news (Year 6) Every Mind Matters-Social Media-Year 5 BBFC-Let's Watch a film (Year 6) Online Safety-Education for a connected world Self-image and identity-To know how easy it is for information to be taken or edited and how easy photos can be edited with very simple software. (Year 5), To explore stereotyping, gender roles and false social media. (Year 6) Online Relationships-To explore online apps and communities and the dangers they should be aware of when using them. (Year 5), To explore the use of disrespectful online communications and the impact of this. To be aware that there are several laws which apply online, and we can be charged with a criminal offence from 10 years old. To be aware of support available if they are experiencing problems online. (Year 6)</p>	<p>Families are important for children growing up because they can give love, security and stability. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Where and how to report concerns and get support with issues online.</p>	<p>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 R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 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 L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images 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</p>

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<p>Online Reputation-To be aware of the way our that online presence presents us and to be careful about what they present now as it could come back to hurt them later in life. (Year 5), To be aware that behaviour on social media or historic behaviour can be researched and can impact their reputation even though they may change, their views may change, the posts they make on social media will still be accessible. (Year 6)</p> <p>Online Bullying-To know how to report a concern in different apps, how to block nuisance contacts and the PEGI age rating. To be aware of how using apps can affect our emotions and behaviours online. (Year 5), To know how people can be bullied online and what to do if this occurs. (Year 6)</p> <p>Managing Online Information-To know a range of vocabulary related to online information. To identify the importance of fact checking information using a variety of resources (Year 5), To know a wider range of vocabulary related to online information, including influence and manipulation. To identify the importance of fact checking information using a variety of resources (Year 6)</p> <p>Health, well-being and lifestyle-To understand the positives and negatives of recreational screen time and its impacts. To identify healthy and unhealthy habits using technology. (Year 5) , To recognise the different age restrictions for different apps and games and why they are necessary. To identify ways in which they can ensure they keep a healthy balance of online and offline activity. (Year 6)</p> <p>Privacy and security-To further understand online security through passwords, usernames, encryption, cybersecurity and cybercrime. (Year 5 and 6)</p> <p>Copyright and ownership-To explore the concepts of plagiarism, consent and referencing. (Year 5), To know a range of vocabulary related to copyright and infringement and explore examples of this and what the implications could be (Year 6)</p>		<p>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</p>
<p>3.1.4.1 - Making Babies (Part One) How a baby grows and develops in its mother's womb.</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>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>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</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>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</p>

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		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
<p>3.1.4.2 - Making Babies (Part Two) Basic scientific facts about sexual intercourse between a man and woman; The physical, emotional, moral and spiritual implications of sexual intercourse; The Christian viewpoint that sexual intercourse should be saved for marriage.</p>	<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 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 H34. about where to get more information, help and advice about growing and changing, especially about puberty 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 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 R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
<p>3.1.4.3 - Menstruation About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; Some practical help on how to manage the onset of menstruation.</p>	<p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 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 H34. about where to get more information, help and advice about growing and changing, especially about puberty 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 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</p>
<p>MODULE TWO 3.1.1.1 - Is God Calling You? To know that God calls us to love others. To know ways in which we can participate in God’s call to us.</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>H27. to recognise their individuality and personal qualities H35. about the new opportunities and responsibilities that increasing independence may bring R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 L7. to value the different contributions that people and groups make to the community</p>

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<p>3.2.2.1 - Under Pressure Pressure comes in different forms, and what those different forms are; There are strategies that they can adopt to resist pressure.</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 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.</p>	<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H38. how to predict, assess and manage risk in different situations R13. the importance of seeking support if feeling lonely or excluded 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 R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
<p>3.2.2.2 - Do You Want a Piece of Cake? Understand what consent and bodily autonomy means; Discuss and reflect on different scenarios in which it is right to say ‘no’.</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 permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>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 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</p>
<p>3.2.2.3 - Self-Talk Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>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</p>

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<p>Apply this approach to personal friendships and relationships</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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.</p>	<p>things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H18. about everyday things that affect feelings and the importance of expressing feelings 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 H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H38. how to predict, assess and manage risk in different situations R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing 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</p>
<p>3.2.3.1 - Sharing Isn't Always Caring 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.</p>	<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 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. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 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 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 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 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>

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		<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
<p>3.2.3.2 - Cyberbullying</p> <p>What the term cyberbullying means and examples of it;</p> <p>What cyberbullying feels like for the victim;</p> <p>How to get help if they experience cyberbullying.</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>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>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.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</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>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>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</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>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</p> <p>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</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>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</p> <p>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</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>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</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p>
<p>3.2.3.3 - Types of Abuse</p> <p>To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p>	<p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>

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<p>That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>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.</p> <p>Keeping Safe FGM-Year 6 To understand their rights To understand what FGM is To understand that FGM is illegal in the UK To understand why FGM is child abuse To know that no one has the right to touch or harm their body To know about who to go to for support</p>	<p>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.</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>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard,</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other source</p> <p>The importance of self-respect and how this links to their own happiness.</p>	<p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>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</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>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</p> <p>H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk</p>
<p>3.2.3.4 - Impacted Lifestyles Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Learn how to make good choices about substances that will have a positive impact on their health. Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>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>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>The facts and science relating to immunisation and vaccination</p> <p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>	<p>H1. how to make informed decisions about health</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>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.</p> <p>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</p> <p>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</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions);</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p>

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		<p>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</p> <p>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</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>
<p>3.2.3.5 - Making Good Choices Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco Learn that they are entitled to say “no” for all sorts of reasons, but not least in order to protect their God-given bodies</p>	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults. That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The importance of self-respect and how this links to their own happiness.</p>	<p>H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these 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 H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this L20. to recognise that people make spending decisions based on priorities, needs and wants</p>
<p>3.2.3.6 - Giving Assistance The recovery position can be used when a person is unconscious but breathing. DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</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. 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.</p>	<p>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 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 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 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</p>
<p>MODULE THREE 3.3.1.1 - The Trinity Children will know that God is Trinity - a community of persons; Children will know that the Church is the Body of Christ.</p>	n/a	<p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with 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</p>
<p>3.3.1.2 - Catholic Social Teaching</p>	<p>That in school and in wider society they can expect to be treated with respect by others, and</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>

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<p>Children will develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be: Just, understanding that the way we live has an impact on others locally, nationally and globally Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice</p>	<p>that in turn they should show due respect to others, including those in positions of authority.</p>	<p>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 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities L4. the importance of having compassion towards others; shared responsibilities we 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</p>
<p>3.3.2.1 - Reaching Out Pupils will learn to apply the principles of Catholic Social Teaching to current issues; Pupils will find ways in which they can spread God’s love in their 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.</p>	<p>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 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws 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</p>

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<p>Journey In Love Year 5 Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty-sensitivity, mood swings, anger, boredom etc and grow further in recognising God’s presence in our daily lives. -To show knowledge and understanding of emotional relationship changes as we grow and develop. -To show knowledge and understanding of the physical changes in puberty. -To celebrate the joy of growing physically and spiritually.</p> <p>Year 6 To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. -To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families. -Explain how human life is conceived. -Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others including life-long relationships.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 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. 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. 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>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 marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. About menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 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 H34. about where to get more information, help and advice about growing and changing, especially about puberty 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 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 R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with</p>
<p>All Are Welcome Year 5 -To learn from our past -To justify actions -To recognise when someone needs help -To appreciate artistic freedom -To accept people who are different</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</p>	<p>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</p>

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<p>Year 6 -To promote diversity -To stand up to discrimination -To challenge the causes of racism -To consider how our lives may change as we grow up -To recognise our freedom</p>	<p>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.</p>	<p>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 R21. about discrimination: what it means and how to challenge it H26. that for some people gender identity does not correspond with their biological sex</p>
<p>Values Money and Me A Fair Days Pay-Year 5 To explore why deductions, such as income tax, are taken from earnings. Learning the purpose of what central and local taxation pays for. Do You Need It?-Year 6 To explore the options for taking out loans and begin to understand some key terms. They look at the risks and consequences of borrowing money and research the cost and value of activities done as a family, thinking in both financial and emotional terms.</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>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</p>
<p>Ariel Trust-CSE/CCE To analyse the motivations and intentions of the grooming process. Identify high and medium risks to their personal safety and begin to understand ways to prevent and navigate such risks. To equip students to challenge the motivations of others when in such situations. To encourage students to practice skills that they can use to identify, analyse and act in relation to the motivation of others. To identify when, where and how to ask for help from others. Understand the term consent and begin to think about situations where you can assist someone in need.</p>	<p>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 ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 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 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 R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); 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</p>

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<p>Recognise the term “grassing” in order to intimidate and silence victims. Send Me A Selfie To consider the “social norms” associated with the sharing of images. Use appropriate vocabulary to practice positive refusal skills. To consider the principal of consent. To practice skills to resist peer group pressure. To practice active listening. To discuss the extent to which some students talk about social media with their parents/ responsible adults. To practice communication skills that can be used to facilitate challenging conversations with parents/ responsible adults. Radicalisation (upcoming)</p>	<p>Where to get advice e.g. family, school and/or other source The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 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. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 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 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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. The importance of self-respect and how this links to their own happiness.</p>	<p>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) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 H38. how to predict, assess and manage risk in different situations 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 L11. recognise ways in which the internet and social media can be used both positively and negatively L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>
<p>The Belonging Toolkit-Coram Education-Year 5 Give a range of ideas to describe what ‘belonging’ may mean to different people</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>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>

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<p>Describe some of the difficulties people may face when they move to a new place Explain things they could do to manage being in a new situation Describe some ways they can be sensitive and kind towards someone who is new to their school Recognise that people can belong to different places and groups Inclusion, Belonging, Addressing Extremism Stereotypes-Year 5 Extremism-Year 6</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. 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.</p>	<p>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 R21. about discrimination: what it means and how to challenge it 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 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>
<p>Developing Values-Year 5 identify who or what influences their opinions and beliefs describe how our opinions and beliefs effect how we think and act explain why values are important to them.</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>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 R21. about discrimination: what it means and how to challenge it 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</p>
<p>Racism, Inclusion and Diversity-Year 6 learn the importance of a diverse, multicultural society learn about racism and its negative impacts learn about allyship; what it is and how to be a good ally.</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. 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.</p>	<p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced R21. about discrimination: what it means and how to challenge it</p>

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<p>Exploring Risk-Chancing It-Year 6 Explain risk in relation to gambling Identify how winning or losing can affect a person’s feelings and what makes someone want to take the risk Describe what can influence someone to gamble or feel pressure to do so Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling</p>	<p>The rules and principles for keeping safe (online), how to recognise risks, harmful content and contact, and how to report them.</p>	<p>L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>
<p>Every Mind Matters Transitioning to Secondary School-Year 6 Recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel About the transition to secondary school and how this may affect their feelings About how relationships may change as they grow up or move to secondary school Practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. How important friendships are in making us feel happy and secure, and how people choose and make friends. 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. 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.</p>	<p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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, including the transition to new schools H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p>
<p>Winston’s Wish-Loss and Bereavement-Year 5 Understand what is meant by ‘loss’ and will learn about some of the feelings associated with grief after someone dies.</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>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p>

<p>Loud Network-Boxer Year 5 Fire Up Your Future-Year 6 Be encouraged to think about what they might do and who they might become. Consider goals, aspirations and careers for their future.</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. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of self-respect and how this links to their own happiness. 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.</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
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