



St Thomas' Catholic Primary School

P.S.H.E. Intent and Progression Map

Intent

At St Thomas', we believe that PSHE education equips children to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future. At St Thomas', we believe in creating a safe space for children to talk and to be heard.

PSHE education contributes to personal development by helping children to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others, will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

Pupil voice is important to us, and in order to support this, we have an active School Council who meet monthly to discuss, action and implement many new and existing ideas. Our School Council is democratically elected by our pupils, for our pupils.

We hope that our PHSE curriculum will offer children:

- accurate, balanced and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives relevant to the times we live in

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- opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

Relationship and Health Education.

Relationship and Health Education is a statutory subject for all schools from September 2020. At St Thomas' we will continue to teach Relationship and Health education as an integral part of our PHSE teaching cycle from Early Years, to Year 6. St Thomas' currently follow the lessons, resources and guidance for RHE provided by Ten Ten's comprehensive programme for Catholic primary schools.

Ten Ten's programme for Catholic primary schools, **Life to the Full**, teaches Relationships Education and Health Education within the context of a Christian understanding of human sexuality rooted in the wisdom and teaching of the Catholic Church.

At St Thomas', we will deliver this teaching through the prism of Catholic RSHE. The framework of our programme is taken from the Model Catholic RSE Programme by the Catholic Education Service, which has been highlighted by the Department of Education as a work of good practice.

Life to the Full is a fully resourced Scheme of Work in Relationships and Health Education (RHE) for Catholic primary schools which embraces and fulfils the new statutory curriculum. Taught with a spiral approach to learning, in which pupils will revisit the same topics at an age-appropriate stage through their school life, the programme includes teaching about personal health, physical and emotional wellbeing, strong emotions, private parts of the body, personal relationships, family structures, trusted adults, growing bodies, puberty, periods, life cycles, the dangers of social media, where babies come from, an understanding of the Common Good and living in the wider world. The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God - created chosen and loved by God. The programme is fully inclusive of all pupils and their families.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Autumn 1</p> <p>Our Happy School (New Beginnings)</p> <p>Citizenship</p> <p>(Me & my community)</p> <p>British Values</p>	<p>Making relationships Establishing new routines and relationships with others in class.</p> <p>Self- confidence and self-awareness All about me and my family.</p> <p>Managing feelings and behaviour Establishing class rules and routines.</p>	<p>This unit is all about a fresh start with a new class, nurturing a sense of belonging, recognizing diversity and establishing class rules and rewards.</p> <p>I know why we have rules in school.</p> <p>I can tell you how I am the same and different from my friends.</p> <p>I have thought about how to talk about my feelings.</p> <p>Democracy- electing a School Council Member</p> <p>British Values</p>	<p>This unit is about a fresh start with a new class, learning to work and play together and establishing class rules and rewards.</p> <p>I know how I can help make my classroom a safe and happy place.</p> <p>I can welcome someone into my class.</p> <p>I have thought about how my behaviour can affect others.</p> <p>Democracy- electing a School Council Member</p> <p>British values</p>	<p>This unit focuses on creating a happy and collaborative learning environment. New ground rules are established building on principles introduced in KS1.</p> <p>I know something about everyone in my class.</p> <p>I can work in a cooperative way with others.</p> <p>I have thought about how everyone has to live by rules.</p> <p>Democracy- electing a School Council Member</p> <p>British Values</p>	<p>Building on previous learning and growing maturity children re-establish class ground rules.</p> <p>They also consider how to manage difficult situations.</p> <p>I know what it feels like to be unwelcome.</p> <p>I can work with others to achieve a shared goal.</p> <p>I have thought about how to develop and maintain a positive learning Environment.</p> <p>Democracy- electing a School Council Member</p> <p>British Values</p>	<p>As in previous years children will be establishing ground rules. The focus is on taking personal responsibility for behaviour and working with others.</p> <p>I know that I am valued at school.</p> <p>I can identify my strengths and how I can contribute to a group.</p> <p>I have thought about the importance of rules and keeping them.</p> <p>Democracy- electing a School Council Member</p> <p>British Values</p>	<p>Pupils will create ground rules to establish a constructive learning environment based on principles from previous years.</p> <p>I know how to work well in a group.</p> <p>I can listen to and show respect for other people's views when working in a group.</p> <p>I have thought about what makes a group function well so that we can learn together.</p> <p>Democracy- electing a School Council Member</p> <p>British Values</p>

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<p>Autumn 2 Out and About (Getting On & Falling Out / Say No to Bullying)</p> <p>Safety E-safety</p>	<p>Making relationships What to say and do when something goes wrong.</p> <p>Self- confidence and self-awareness Knowing my likes and dislikes.</p> <p>Managing feelings and behaviour Keeping calm and knowing the strategies for how to deal with conflict.</p>	<p>This unit could link to a topic about 'People who Help Us'. It incorporates work on road, fire and fireworks safety and anti-bullying.</p> <p>I know how to be careful when walking on the pavement.</p> <p>I can listen well to other people when they are talking.</p> <p>I have thought about how to keep myself safe.</p>	<p>This unit focuses on learning to consider and help others, including contacting emergency services.</p> <p>It also links to National Anti-Bullying week.</p> <p>I know about stranger danger including meeting strangers online.</p> <p>I can work well in a group.</p> <p>I have thought about what I should do if I meet dangerous situations.</p>	<p>This unit begins with a focus on enabling the children to become better communicators. Later it tackles various aspects of personal safety.</p> <p>I know how to take turns when talking.</p> <p>I can spot dangers in the home including dangers online.</p> <p>I have thought about how to stay safe.</p>	<p>This unit begins with a focus on solving problems and anger management.</p> <p>Later, pupils learn about staying safe during the darker nights and investigate bullying issues.</p> <p>I know how to enjoy fireworks safely.</p> <p>I can use peaceful problem solving to sort out difficulties.</p> <p>I have thought about ways to manage difficult feelings.</p>	<p>This unit focuses on how to develop responsibility for being safe in various situations.</p> <p>Pupils explore stereotyping and discrimination.</p> <p>I know that different ways of behaving are appropriate in different types of relationships.</p> <p>I can protect my personal safety.</p> <p>I have thought about how stereotyping can affect people in different ways.</p>	<p>This unit focuses on how to develop responsibility for being safe in various situations.</p> <p>Pupils explore how to identify and manage risk.</p> <p>I know how to protect myself on-line.</p> <p>I can use my skills for solving problems peacefully to help other people resolve conflict.</p> <p>I have thought about strategies I can use to stay safe when faced with risky situations.</p>
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<p>Spring 1 Looking Forward (Going for Goals)</p> <p>Economic Wellbeing</p>	<p>Making relationships Knowing my strengths and weaknesses and that of others around me.</p> <p>Self- confidence and self-awareness Sharing with others and reflecting on my strengths.</p> <p>Managing feelings and behaviour Appreciating and praising others for things they can do well.</p>	<p>This unit discusses different things children enjoy and how they like to learn. It explores jobs people do, with a focus on goal setting.</p> <p>I can tell you about the different types of work people do.</p> <p>I can tell you some of my strengths as a learner.</p> <p>I have thought about how I learn and how I can achieve a goal.</p>	<p>This unit focuses on jobs, money and enterprise. The children collaborate on a project to raise funds for a charity or school project of their choice.</p> <p>I know that you can choose to spend or save money.</p> <p>I can choose between my ideas and give reasons.</p> <p>I have thought about the best way to use money.</p>	<p>This unit of work focuses on global citizenship. Pupils explore their learning styles and work collaboratively to set and achieve goals through an enterprise activity.</p> <p>I know some enterprising ways I can support a charity.</p> <p>I know how others can help me achieve my goals and how I can help others.</p> <p>I have thought about the importance of teamwork.</p>	<p>In this unit pupils undertake another enterprise activity focused on Fair Trade.</p> <p>The emphasis is on responsibility and teamwork.</p> <p>I know what can influence how people spend or save.</p> <p>I know I am responsible for my own learning and behaviour.</p> <p>I have thought about why people spend and save.</p>	<p>This unit gives pupils the opportunity to explore choices that have to be made regarding money.</p> <p>The concepts of saving and budgeting and earning money are developed.</p> <p>I can explain how people manage their money.</p> <p>I know the skills and attributes of a successful learner.</p> <p>I have thought about how to save up for an item, and how to restrict my other spending to do so.</p>	<p>This unit gives pupils the opportunity to explore choices that have to be made regarding money, developing concepts of saving, budgeting and earning money.</p> <p>I can help organize an enterprise activity.</p> <p>I know it is up to me to get things done by taking the first step</p> <p>I have thought about how money affects the way I live.</p>
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<p>Spring 2 Catholic EPR: Ten Ten</p> <p>Sex & Relationships Education</p> <p>E- Safety</p>	<p>Making relationships My family, male and female.</p> <p>Self- confidence and self-awareness Being aware of toileting and changing routines and acceptable behaviour. Awareness of baby, toddler, child, adult, elderly person.</p> <p>Managing feelings and behaviour Knowing and keeping to appropriate contact with others.</p>	<p>This unit focuses on the knowledge we are handmade with love by God the creator. It looks at a sense of self and others around us.</p> <p>I know I am handmade with love.</p> <p>I know who special people are in my life.</p> <p>I know how to treat others well.</p> <p>I can say sorry when I am in the wrong.</p> <p>I know how to keep safe good secrets and bad secrets.</p> <p>Appropriate physical contact.</p> <p>Who is my neighbour?</p>	<p>This unit focuses on the difference between male and female. It looks at how we can keep healthy physically and mentally.</p> <p>I am unique. The differences between male and female. Keeping clean and healthy.</p> <p>What I like and dislike. Dealing with anger. Learning about the cycle of life including when people I know die. Focus on the community I live in.</p>	<p>This unit focuses on The sacraments, feelings especially during bad times. Dealing with change and staying safe online.</p> <p>It looks at appropriate physical contact and the meaning of 'church'.</p> <p>I can name the sacraments.</p> <p>I know what to do when things feel bad.</p> <p>I respond to changes in my life appropriately.</p> <p>I know how to stay safe online and use the internet responsibly.</p> <p>I know what appropriate physical contact is.</p>	<p>This unit talks about difference and being an individual.</p> <p>It looks at how we should respect our bodies.</p> <p>It explores puberty and the changes our bodies go through.</p> <p>I know we don't all have to be the same.</p> <p>I can respect my body.</p> <p>I know what puberty is and how my body will start to change as I get older.</p> <p>I can talk about love and how love others in my life.</p>	<p>This unit explores God's call in our lives. It explores coping with pressure and returns to online safety.</p> <p>It talks about appropriate physical contact and Catholic Social teaching.</p> <p>I can reflect on what God may call me to do in my life.</p> <p>I can think of strategies to help me deal with pressure.</p> <p>I know how to keep safe online.</p> <p>I can tell you what appropriate physical contact is.</p> <p>I can discuss Catholic Social Teaching and why it is important.</p>	<p>This unit looks at individual gifts and talents. It explores boys and girls bodies and how they will change. It looks at body image and emotional as well as physical changes. It explores how babies are made and menstruation.</p> <p>I know my gifts and talents.</p> <p>I can say how girls and boys are different physically and discuss changes at puberty into adulthood.</p> <p>I know how my emotions will change as I get older. I know how to stay safe online and what is appropriate to view.</p> <p>I can say how babies are made and know about menstruation.</p>
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<p>Summer 1 Healthy Bodies, Healthy Minds (Good to be Me) Healthy Lifestyles / Drug Education</p>	<p>Making relationships Motivating ourselves and others to keep healthy. Self- confidence and self-awareness Knowing what physical activity I am good at. Talking about likes and dislikes/ allergies with food and drink. Managing feelings and behaviour Trying new foods and drinks that are healthy. Being aware of myself and others and their needs and health.</p>	<p>This unit focuses on developing personal responsibility and teamwork. Children learn more about medicines, sun safety and healthy lifestyles.</p> <p>I know that exercise keeps me fit and healthy.</p> <p>I know not to touch medicines and that substances in the house can be dangerous.</p> <p>I can tell you something that makes me feel proud.</p> <p>I have thought about different ways to keep myself healthy.</p>	<p>This unit focuses on the food we eat. The children are introduced to the choices that can be made regarding the provenance of food and how to budget.</p> <p>I know why I should eat 5 portions of fruit and veg a day.</p> <p>I know what makes me feel relaxed and what makes me feel stressed.</p> <p>I have thought about the importance of a balanced diet.</p>	<p>This unit explores the management of some uncomfortable feelings. Children learn how to plan healthy meals as well as considering the effects and benefits of exercise.</p> <p>I know that eating too much salt, sugar and fat is bad for me.</p> <p>I can recognize when I find something difficult and do something about it or cope with how that makes me feel.</p> <p>I have thought about how to keep my body healthy.</p>	<p>This unit explores coping with feelings, such as stress and anxiety.</p> <p>Children learn about the effects of smoking, risk and the importance of making healthy choices.</p> <p>I know I am responsible for taking exercise to look after my body.</p> <p>I know how to say no, if offered a cigarette.</p> <p>I can stop and think before I act I have thought about how to make sensible choices.</p>	<p>This unit explores healthy lifestyles, looking at managing both physical and mental health to promote wellbeing.</p> <p>I know that alcohol is a drug.</p> <p>I can describe the Eat Well plate and a balanced diet.</p> <p>I can stand up for what I think after listening to others and making my own choice.</p> <p>I have thought about how I can have a healthy mind and body by...</p>	<p>This unit explores managing risk and building resilience as well making choices and decisions around drugs and work/life balance.</p> <p>I know why I should exercise.</p> <p>I know what addiction means.</p> <p>I understand that sometimes the feeling part of my brain takes over and I might make mistakes.</p> <p>I have thought what I can do when I feel pressured such as...</p>
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<p>Summer 2 Ready, Steady, Go (Changes)</p> <p>Resilience / Preparing for Change</p>	<p>Making relationships Transition to new class. Reflecting on friendships.</p> <p>Self- confidence and self-awareness Being confident and having strategies to ask for help in times of change.</p> <p>Managing feelings and behaviour Knowing and understanding that change can affect how we behave and thinking of ways to be resilient.</p>	<p>This unit is about safety. The children will develop ways of keeping safe in everyday situations, playing outside, cyber / road safety.</p> <p>I know my friends can help me and I can help them in times of change.</p> <p>I know that some changes are natural and "happen by themselves".</p> <p>I have thought about working with other people to overcome obstacles.</p>	<p>This unit helps children explore everyday changes and their feelings about them. It helps them to view change as a positive aspect of their lives and to develop strategies to cope with it and build resilience.</p> <p>I know how to cope with changes that can be exciting or worrying.</p> <p>I can plan to overcome obstacles that might get in the way.</p> <p>I have thought about how to make sensible choices.</p>	<p>This unit explores various aspects of personal safety.</p> <p>Children identify people they can trust to help them and learn how and where to get help.</p> <p>I know some people who I can turn to for help at difficult times. I know that everybody goes through many sorts of change all the time.</p> <p>I have thought about ways of keeping myself safe including how to contact Childline.</p>	<p>This unit explores change, where and how to get help, e.g. when playing outdoors, as well as e-safety and keeping personal information safe.</p> <p>I know some ways of dealing with changes that make me feel uncomfortable.</p> <p>I know some ways of dealing with the feelings that arise from changes.</p> <p>I have thought about ways to keep myself safe when I am out with my friends.</p>	<p>This unit explores difficult changes, particularly feelings around loss and bereavement.</p> <p>Children also learn about keeping safe and responding to emergencies.</p> <p>I know how people often respond to difficult changes.</p> <p>I can take responsibility for my own safety.</p> <p>I have thought about how to deal with difficult feelings to do with loss.</p>	<p>This unit explores transition to secondary school and the thoughts and feelings that accompany change.</p> <p>Pupils reflect on their achievements and plan their 'legacy'.</p> <p>I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>I can look for the positives in big changes I am facing I have thought about the positive aspects of moving on to secondary school.</p>
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