



# Cardinal Newman Catholic Primary School

## Xavier Relationships and Sex Education (RSE) Policy

**This Relationships and Sex Education Policy has  
been approved and adopted by the Xavier  
Catholic Education Trust  
To be reviewed in October 2026**

**Committee Responsible: Audit and Risk  
Committee**

## **Xavier Catholic Education Trust Mission Statement**

Our mission is to provide an outstanding Catholic education for all the children in our schools. We will follow the example and teachings of Christ and everything we do will be inspired by gospel values. We will strive for excellence in all areas of our work and cherish every child in our care.

## **School Mission Statement**

To be a community of learners, believers and friends rooted in the values and teachings of the Gospel. We seek to enable every individual to develop his or her potential in the knowledge that they are uniquely created and loved by God.

### **Describe any consultation that has taken place**

- Consultation with parent body
- Pupil focus groups/ school council
- Review of RSE curriculum content with staff and pupils
- Consultation with school governors

### **Implementation and Review of the policy**

Implementation of the policy will take place after consultation has been completed in autumn term 2024. The policy will be reviewed every 2 years by the Xavier Trust Board, Headteacher, RSE Co-ordinator and Staff.

### **Dissemination**

The policy will be given to all members of the Xavier Trust Board, Local Governing Committee, and all members of staff. Copies of the document will be available to all parents upon request, on the school website, the Xavier Trust's website and a copy is available in the school office.

### **Defining Relationship and Sex Education**

The DfE guidance states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way"<sup>1</sup>. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. In primary schools the focus should be on "teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults."<sup>2</sup> This would include the topics of families and the people who care for me, caring friendships, respectful relationships, online relationships and being safe. In secondary schools RSE should "give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It should also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure)."<sup>3</sup>

<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 4

<sup>2</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance

## **Statutory Curriculum Requirements**

We are legally required to teach those aspects of RSE which are statutory parts of National Curriculum Science.

However, the reasons for our inclusion of RSE go further.

### **Rationale**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church’s teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity: Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God’s gift, reflect God’s beauty, and share in the divine creativity. RSE, therefore, will be placed firmly within the context of relationship, as it is there that sexuality grows and develops.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. It is centred on Christ’s vision of being human as good news and will be positive and prudent, showing the potential for development while enabling the dangers and risks involved to be understood and appreciated. RSE teaching will only use appropriate resources mandated by the diocesan bishop.

All RSE will be in accordance with the Church’s moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from and support will be provided to help pupils deal with different sets of values. It will also prepare pupils for life in modern Britain.

### **Values and Virtues**

Our programme enshrines Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues, which are essential in responding to God’s call to love others with a proper respect for their dignity and the dignity of the human body. The following virtues will be explicitly explored and promoted: faithfulness, fruitfulness, chastity, integrity, prudence, mercy, and compassion.

<sup>3</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers, Page 25

## **Aim of Relationship and Sex Education and the Mission Statement**

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Our Mission Statement commits us to the education of the whole child (spiritual, physical, intellectual, moral, social, cultural, emotional) and we believe that RSE is an integral part of this education. Furthermore, our school aims state that we will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves:

In partnership with parents, to provide children and young people with a "positive and prudent sexual education"<sup>4</sup> which is compatible with their physical, cognitive, psychological, and spiritual maturity and rooted in a Catholic vision of education and the human person.

## **Objectives**

### **To develop the following attitudes and virtues:**

- reverence for the gift of human sexuality and fertility;
- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of life-long, self-giving love;
- recognising the importance of marriage and family life;
- fidelity in relationships.

### **To develop the following personal and social skills:**

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect and empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviours in order to minimise the risk to health and personal integrity.

### **To know and understand:**

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical and psychological changes that accompany puberty;

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- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;

<sup>4</sup> Gravissimum Educationis 1

## **Outcomes**

### **Inclusion and Differentiated Learning**

We will ensure RSE is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances; for example, their own feelings, faith or culture and is taught in a way that does not subject pupils to discrimination. Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. This is in line with our Xavier Inclusion Policy and Xavier Behaviour Policy.

### **Equalities Obligations**

The Board of Directors have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

### **Broad Content of RSE**

Three aspects of RSE - attitudes and values, knowledge and understanding, and personal and social skills will be provided in three inter-related ways: the whole school / ethos dimension, a cross-curricular dimension and a specific relationships and sex curriculum.

### **Programme/Resources**

Appendices to this policy provide further information about the programme and resources for suggested use.

Teaching strategies will include:

- establishing ground rules
- distancing techniques
- discussion
- project learning
- reflection
- experiential
- active
- brainstorming
- film & video
- group work
- role-play
- trigger drawings
- values clarification

### **Assessment Techniques**

The RSE is assessed in accordance with the PSHE programme, this can include before and after surveys, self-reflection and teacher feedback. This is monitored and evaluated by the RSE lead.

## Parents and Carers

We recognise that parents and carers are the primary educators of their children. As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Therefore, the school will support parents and carers by providing material to be shared with their children at home and workshops to help parents/carers to find out more. Parents/carers will be informed by letter when the more sensitive aspects of RSE will be covered in order that they can be prepared to talk and answer questions about their children's learning.

Parents must be consulted before this policy is formally adopted by the school. They will be consulted at every stage of the development of the RSE programme, as well as during the process of monitoring, review and evaluation. They will be able to view the resources used by the school in the RSE programme. Our aim is that, at the end of the consultation process, every parent and carer will have full confidence in the school's RSE programme to meet their child's needs.

Parents continue to have the **right to withdraw** their children from Sex Education except in those elements which are required by the National Curriculum science orders. Should parents wish to withdraw their children they are asked to notify the school by contacting the headteacher. The school will provide support by providing material for parents to help the children with their learning. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed. Please refer to the DfE guidance, page 17, for further details on the right to be excused from sex education (commonly referred to as the right to withdraw).

[https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf)

## Balanced Curriculum

Whilst promoting Catholic values and virtues and teaching in accordance with Church teaching, we will ensure that pupils are offered a balanced programme by providing an RSE programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the aspects of the law pertaining to RSE.

Knowing about facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching. We will ensure that pupils have access to the learning they need to stay safe and healthy and to understand their rights as individuals.

## Responsibility for Teaching the Programme

Responsibility for the specific relationships and sex education programme lies with Emma Sharp (RSE and RE Lead).

However, all staff will be involved in developing the attitudes and values aspect of the RSE programme. They will be role models for pupils of good, healthy, wholesome relationships between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

## External Visitors

Our school will sometimes call upon help and guidance from outside agencies and health specialists to deliver aspects of RSE. Such visits will always complement the current programme and never substitute or replace teacher-led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Any visitor must adhere to our

code of practice developed in line with CES guidance 'Checklist for External Speakers to Schools'.<sup>5</sup>

Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

## **Other Roles and Responsibilities regarding RSE**

### **Directors**

- Draw up the RSE policy, in consultation with parents and teachers;
- Ensure that the policy is available to parents;
- Ensure that the policy is in accordance with other policies, e.g., SEND, the ethos of the school and our Catholic beliefs;
- Ensure that parents are informed of their right to withdraw their children;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE

### **Local Governing Committees**

- Ensure that parents are informed of their right to withdraw their children;
- Establish a link governor to share in the monitoring and evaluation of the programme, including resources used;
- Ensure that the policy provides proper and adequate coverage of relevant National Curriculum science topics and the setting of RSE within PSHE.

### **Headteacher**

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Xavier Trust Board of Directors, Local Governing Committee, parents, the Diocesan Education Service and the Local Education Authority.

### **PSHE/RSE Co-ordinator**

The co-ordinator, with the headteacher, has a general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and the provision of in-service training. (They may be supported by the curriculum deputy and the Designated Safeguarding Lead).

### **All Staff**

RSE is a whole school issue. All teachers have a responsibility of care; as well as fostering academic progress they should actively contribute to the guardianship and guidance of the physical, moral and spiritual well-being of their pupils. Teachers will be expected to teach RSE in accordance with the Catholic ethos of the school. Appropriate training approved by the Catholic Education Service will be made available for all staff teaching RSE. <https://rsetraining.catholiceducation.org.uk/>

<sup>5</sup> CES Checklist for External Speakers to Schools, 2016

staff have been included in the development of this policy and all staff should be aware of the policy and how it relates to them.

### **Relationship to other Policies and Curriculum Subjects**

This RSE policy is to be delivered as part of the PSHE framework. It includes guidelines about pupil safety and is compatible with the school's other related policy documents for Child Protection and Safeguarding.

Pupils with additional needs will receive appropriately differentiated support in order to enable them to achieve mature knowledge, understanding and skills. Teaching methods will be adapted to meet the varying needs of this group of pupils.

Learning about RSE in PSHE classes will link to/complement learning in those areas identified in the RSE policy.

### **Children's questions**

The Board of Directors want to promote a healthy, positive atmosphere in which RSE can take place. They want to ensure that pupils can ask questions freely, be confident that their questions will be answered, and be sure that they will be free from bullying or harassment from other children and young people.

### **Controversial or Sensitive issues**

There will always be sensitive or controversial issues in the field of RSE. These may be a matter of maturity, of personal involvement or experience of children, of disagreement with the official teaching of the Church, of illegal activity or other doubtful, dubious or harmful activity. The Board of Directors believe that children are best educated and protected from harm and exploitation by discussing such issues openly within the context of the RSE programme. The use of ground rules, negotiated between teachers and pupils, will help to create a supportive climate for discussion. (See also DFE Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, Managing difficult questions, Page 23 for more detail).

Some questions may raise issues which it would not be appropriate for teachers to answer during ordinary class time, for example where a child or young person's questions hints at abuse, are deliberately tendentious, or are of a personal nature.

### **Supporting children and young people who are at risk**

Children will also need to feel safe and secure in the environment in which RSE takes place. Effective RSE will provide opportunities for discussion of what is and is not appropriate in relationships. Such discussion may well lead to disclosure of a safeguarding issue. Teachers will need to be aware of the needs of their pupils and not let any fears and worries go unnoticed. Where a teacher suspects that a child or young person is a victim of or is at risk of abuse, they are required to follow the school's Child Protection and Safeguarding policy and immediately inform the Designated Safeguarding Lead.

### **Confidentiality and Advice**

All directors, all governors, all teachers, all support staff, all parents and all pupils (appropriate to



their age and stage of development) must be made aware of this policy, particularly as it relates to issues of advice and confidentiality.

All lessons, especially those in the RSE programme, will have the best interests of pupils at heart, enabling them to grow in knowledge and understanding of relationships and sex, developing appropriate personal and social skills and becoming appreciative of the values and attitudes, which underpin the Catholic understanding of what it means to be fully human.

Pupils will be encouraged to talk to their parents/carers about the issues which are discussed in the programme. Teachers will always help pupils facing personal difficulties, in line with the school's pastoral care policy. Teachers should explain to pupils that they cannot offer unconditional confidentiality, for instance in matters that are illegal or abusive. Teachers will explain that in such circumstances they would have to inform others, e.g. parents, Designated Safeguarding Lead or headteacher, but that the pupils would always be informed first that such action was going to be taken.

### **Monitoring and Evaluation**

The RSE Co-ordinator will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets / needs assessment given to pupils, and/or by discussion with pupils, staff and parents.

The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Xavier Directors will consider all such evaluations and suggestions before amending the policy. Xavier Catholic Education Trust's Board of Directors remains ultimately responsible for the policy.

**Appendix 1:**  
**Primary Science Curriculum**  
**Key Stage 1 (5-7)**

**Statutory**

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

**Notes and Guidance (non-statutory)**

- The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.
- Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

**Key Stage 2 (7 – 11)**

**Statutory**

- describe the changes as humans develop to old age.

**Notes and Guidance (non-statutory)**

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Statutory**

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

**Notes and Guidance (non-statutory)**

- They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with Poodles.

## **Appendix 2:**

### **Statutory Primary Relationships Education**

#### **Families and people who care for me**

Pupils should know

- that families are important for children growing up because they can give love, security and stability.
- 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 others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### **Caring friendships**

Pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- 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.

## **Respectful relationships**

Pupils should know

- 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.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

## **Online relationships**

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

## **Being safe**

Pupils should know

- 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 respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- 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.
- where to get advice e.g. family, school and/or other sources.

**Year R PSHE Overview**

**Autumn 1**

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To understand that a classroom has rules and reflect upon the importance of rules and how they keep me safe	Establish class rules with children
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – Worry monsters and	Zones of Regulation Role play zones Recognise the different feelings
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention	What I want my teacher to know box
Black History Month	See focus for the month this year	See resources in PSHE folder for this year.
Black History Month	See focus for the month this year	See resources in PSHE folder for this year
Week 6: Internet Safety	To know how to stay safe on the internet	From computing scheme

**Autumn 2**

Topic	Learning Objective	Useful links
Week 1 Anti-Bullying Week	See year's focus	See PSHE resources
Week 2 Road Safety Week	See year's focus	See PSHE resources
Week 3 Road Safety Week activities	See year's focus	See PSHE resources
Week 4: Story sessions	Handmade with Love To know that we are individually created by God as part of His creation plan.	Ten ten resources Module 1 Unit 1
Week5: Story sessions	Handmade with Love To know that our bodies were created by God and are good.	Ten ten resources Module 1 Unit 1
Week 6: Story sessions	Handmade with Love To know that we can give thanks to God.	Ten ten resources Module 2 Unit 1
Week 7: Wellbeing	Well being activity	

## Spring 1

Topic	Learning objective	Useful links
Week 1: I am Me	Session 1: To know that we are each unique, with individual gifts, talents and skills. To recognise that whilst we all have similarities because we are made in God's image, difference is part of God's plan!	Ten ten resources Module 1 Unit 2
Week 2: Head Shoulders Knees and Toes	Session 2: To know that our bodies are good and made by God. To be able to name different parts of the body (not genitalia)	Ten ten resources Module 1 Unit 2
Week 3: Ready Teddy	Session 3: To know that our bodies are good and we need to look after them. To know that exercise, diet, sleep and personal hygiene all help to have a healthy lifestyle.	Ten Ten Resources Module 1 Unit 2
Week 4 : Circle Time	Circle Time – reflecting on our previous learning	
Week 5: Money	Money doesn't grow on trees	EYFS Module 3 Unit 2 Session 3
Week 6: Internet Safety	I know how to keep my information safe online	From computing programme

## Spring 2

Topic	Learning Objective	Useful links
Week 1: Children's Mental Health	Focus for the year	PSHE folder
Week 2: I like, you like, we all like	To know that we all have different tastes (likes and dislikes)	Ten ten resources Module 1 Unit 3
Week 3: I like, you like, we all like	To know that we all have similar needs. To know that we can relate to and trust one another.	Ten ten resources Module 1 Unit 3
Week 4: All the feelings	To be able to talk about and explore our feelings using simple strategies to manage our feelings.	Ten ten resources Module 1 Unit 3
Week 5: All the feelings	To be able to talk about and explore our feelings using simple strategies to manage our feelings.	Ten ten resources Module 1 Unit 3
Week 6: Let's Get Real	To know that our feeling can affect actions and that actions have consequences. To continue to explore strategies for managing emotions and behaviour.	Ten ten resources Module 1 Unit 3

## Summer 1

Topic	Learning objective	Useful links
Week 1: Growing Up	To know that there are natural life stages from birth to death	Ten ten resources Module 3 Unit 1
Week 2:	First Aid	Ten ten resources Module 1 Unit 4
Week 3: New People, New Places	To know that change is a part of growing up. To know that our experiences will help us with our transition to Year 1. To know that God is with us every step of the way as we grow and change.	Ten ten resources Module 3 Unit 1
Week 4 God is Love:	To know that God is love: Father, Son and Holy Spirit To know that we are made in His image.	Ten ten resources Module 3 Unit 1
Week 5: Loving God, Loving others	To know what a community is, and that God calls us to live in community with one another.	Ten ten resources Module 3 Unit 1
Week 6: Loving God, Loving others	To listen and respond to scripture about the value of living in a community. To recognise that all our offerings are special to God.	Ten ten resources Module 3 Unit 1
Week 7: Internet Safety	To know that not all the information seen online is true	See computing programme

## Summer 2

Topic	Learning Objective	Useful links
Week 1: Me, You, Us	To recognise all of the communities that we belong to. To know that we can help our communities.	Ten ten resources Module 3 Unit 2
Week 2 Diversity Week The communities we live in	Focus on diversity materials	Ten 10 Module 3 Unit 2 PSHE subject folders
Week 3: Me, You, Us	To know that we have a duty of care for others and for the world we live in. To know what harms and what improves the world in which we live..	Ten 10 Module 3 Unit 2
Week 4: When I grow Up	To know that there are different types of jobs and that having a job can help us to look after each other and the world. To know that God has given us all strengths, gifts and talents to do His work.	Ten 10 Module 3 Unit 2
Week 5: When I grow Up	Circle Time exploring our talents	Ten 10 Module 3 Unit 2

Week 6: Healthy lifestyles	To explore change and loss and the associated (moving home, moving class, losing toys, pets or friends)	
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## Year 1 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To understand that a classroom has rules and reflect upon the importance of rules and how they keep me safe	Establish class rules with children
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – Worry monsters and	Zones of Regulation Role play zones Recognise the different feelings
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention	What I want my teacher to know box
Black History Month	See focus for the month this year	See resources in PSHE folder for this year.
Black History Month	See focus for the month this year	See resources in PSHE folder for this year
Week 6: Internet Safety	To know how to stay safe on the internet	From computing scheme

### Autumn 2

Topic	Learning Objective	Useful links
Week 1 Anti-Bullying Week	See year's focus	See PSHE resources
Week 2 Road Safety Week	See year's focus	See PSHE resources
Week 3 Road Safety Week activities	See year's focus	See PSHE resources
Week 4: Story sessions	Let the children come Jesus never leaves us out	Ten ten resources Module 1 Unit 1
Week5: Story sessions	Let the children come	Ten ten resources Module 1 Unit 1
Week 6: God loves you session 1	We are all part of God's family Saying sorry is important	Ten ten resources Module 2 Unit 1
Week 7: Wellbeing	Well being activity	



## Spring 1

Topic	Learning objective	Useful links
Week 1: Special people	Session 1: To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special.	Ten ten resources Module 2 Unit 2
Week 2: Treat Others Well	Session 2: To know How their behaviour affects other people, and that there is appropriate and inappropriate behaviour.	Ten ten resources Module 2 Unit 2
Week 3 Treat Others Well	Circle time – to share how it might feel not to be treated well.	Circle time resources
Week 4: And Say Sorry	Session 3: To recognise when they have been unkind and say sorry.	Ten ten resources Module 2 Unit 2
Week 5: And Say Sorry	Circle time; role play saying sorry and recognising when and why it is important to say "Sorry".	Circle Time resources
Week 5: Money	Money doesn't grow on trees	EYFS Module 3 Unit 2 Session 3
Week 6: Internet Safety	I know how to keep my information safe online	From computing programme

## Spring 2

Topic	Learning Objective	Useful links
Week 1: Children's Mental Health	Focus for the year	PSHE folder
Week 2: Good secrets and bad secrets	Session 2: The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.	Ten ten resources Module 2 Unit 3
Week 3: Physical contact	Session 3: To know that they are entitled to bodily privacy.	Ten ten resources Module 2 Unit 4
Week 4: Physical contact	Session 3: To know that they are entitled to bodily privacy.	Ten ten resources Module 2 Unit 4
Week 5: Physical contact	Session 3: That there are different people we can trust for help, especially those closest to us who care for us.	Ten ten resources Module 2 Unit 4
Week 6: Harmful Substances	Session 4: Medicines are drugs, but not all drugs are good for us.	Ten ten resources Module 2 Unit 4

## Summer 1

Topic	Learning objective	Useful links
Week 1: Can you help me?	Session 5: They should call 999 in an emergency and ask for ambulance, police and/or fire brigade	Ten ten resources Module 2 Unit 4
Week 7: Can you help me?	First Aid	Ten ten resources Module 2 Unit 4
Week 2: Three in One	Session 1: That God is love: Father, Son and Holy Spirit.	Ten ten resources Module 3 Unit 1
Week 3: Who is My Neighbour?	Session 2: To know what a community is, and that God calls us to live in community with one another.	Ten ten resources Module 3 Unit 1
Week4: Healthy relationships	To explain the difference between unkindness, teasing and bullying	See also anti-bullying information – PSHE
Week 5: Healthy relationships	To listen to other people and play and work cooperatively (strategies for resolving simple arguments through negotiation)	See resources
Week 6: Internet Safety	To know that not all the information seen online is true	See computing programme

## Summer 2

Topic	Learning Objective	Useful links
Week 1: The communities we live in	Session 1: That they belong to various communities such as home, school, parish, the wider local community, nation and global community.	Ten ten resources Module 3 Unit 2
Week 2 Diversity Week The communities we live in	Focus on diversity materials	Ten 10 Module 3 Unit 2 PSHE subject folders
Week 3: Who will I be	Classroom shorts: If I could be anything	Ten 10 Module 3 Unit 2
Week 4: Who will I be	Classroom shorts Apply yourself	Ten 10 Module 3 Unit 2
Week 5: Who will I be	Classroom shorts – How will I be today?	Ten 10 Module 3 Unit 2
Week 6: Healthy lifestyles	To explore change and loss and the associated (moving home, moving class, losing toys, pets or friends)	

**Useful links and passwords:**

<https://www.tentenresources.co.uk/relationship-education-subscribers/>

## PSHE in Cardinal Newman and our wider Community

- All children learn about Rail Safety as our school is located near Hersham station
- All children learn about Water Safety as we are located near reservoirs, rivers and streams
- Children take part in Road Safety week when they visit local roads and learn how to ensure they are safe when walking/cycling on nearby roads
- World Faith Week gives children the opportunity to learn about different faiths around the world
- Celebrating difference day gives children the opportunity to learn about our wider world and what makes us all different and unique
- Children also learn how to live a healthy lifestyle through different aspects of PSHE and the ways in which we can keep our bodies fit and healthy
- Children learn about how to stay safe online termly
- Links with local community include; visits/cards/letters to the elderly
- Involving members of the parish in hearing children read
- Local authorities where appropriate invite speakers e.g. fire service/police/nurses

## Year 2 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To describe what makes an ideal classroom To understand that a classroom needs rules and reflect on their importance and how they keep everyone safe.	<a href="#">Establish Class Rules with children</a>
Week 2: Rights and responsibilities	To know the zones of regulation and how to use them in the classroom – Worry monsters and what I want my teacher to know.	<a href="#">Zones of Regulation</a> <a href="#">Role play the zones and to recognise and describe the different feelings</a>
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention.	<a href="#">Worry Monster</a> <a href="#">What I want my teacher to know box</a>
Week 4: Black History Month	See focus for the month for this year.	<a href="#">See resources in PSHE folder: Black History Month for this year</a>
Week 5: Black History Month	See focus for the month for this year.	<a href="#">See resources in PSHE folder: Black History Month for this year</a>
Week 6: Internet Safety	To know how to stay safe on the internet and its role in everyday life	<a href="#">From the computing scheme</a>

### Autumn 2

Topic	Learning objectives	Useful links
Week 1 Anti-Bullying Week	See year's focus	<a href="#">See PSHE resources - Anti-Bullying</a>

Week 2 Road Safety Week	See year's focus	See PSHE resources - Anti-Bullying
Week 3 Road Safety Week activities	See year's focus and to know how act appropriately and safely on the road	See PSHE resources – Road Safety Week
Week 4: Let the children come	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 5: Let the children come ?	We are created equally by God God wants us to talk to him through the day	Ten ten resources Module 1 Unit 1
Week 6: God loves you ?	God loves us, and nothing we can do will stop Him from loving us.	Ten 10 resources Module 2 Unit 1
Week 7: Wellbeing	Well being activity	Review of learning Circle Time Zones of Regulation

## Spring 1

Topic	Learning objectives	Useful links
Week 1: I am unique	Session 1: To learn that we are unique, with individual gifts, talents and skills.	Ten ten resources Module 1 Unit 2
Week 2: Girls and Boys	Session 2: That girls and boys have been created by God to be both similar and different	Ten ten resources Module 1 Unit 2
Week 3: Clean and Healthy	Session 3: Our bodies are good and we need to look after them.	Ten ten resources Module 1 Unit 2
Week 4: Clean and Healthy	Session 4: How to maintain personal hygiene.	Ten ten resources Module 1 Unit 2
Week 5: Children's Mental Health	Focus for the year	PSHE folder
Week 6: Internet Safety	To know that information found online is not always true	Evolve

## Spring 2

Topic	Learning objectives	Useful links
Week 1: Feelings, likes and dislikes	Session 1: That it is natural for us to relate to and trust one another.	Ten ten resources Module 1 Unit 3
Week 2: Feeling Inside Out	Session 2: Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.	Ten ten resources Module 1 Unit 3
Week 3: Healthy Relationships	Role-play Scenarios Have two people role-play a potential conflict situation with the aim of resolving it positively.	Ten ten resources Module 1 Unit 3 – Extended activities

Week 4: Super Susie Gets Angry	Session 3: Simple strategies for managing feelings and for good behaviour.	Ten ten resources Module 1 Unit 3
Week 5: Feelings and emotions	Create a 'What to do when you're angry' multimedia poster	Ten ten resources Module 1 Unit 3 – Extended activities
Week 6: Healthy Relationships	Role-play Scenarios Have two people role-play a potential conflict situation with the aim of resolving it positively.	Ten ten resources Module 1 Unit 3 – Extended activities
Week 6: Wellbeing	Wellbeing activities Transition	Zones of Regulation

## Summer 1

Topic	Learning objectives	Useful links
Week 1: The Cycle of Life	Session 1: Children will know and appreciate that there are natural life stages from birth to death, and what these are.	Ten ten resources Module 1 Unit 4
Week 2: Beginnings and Endings	What 'death' means About some feelings often connected with grief	Ten ten resources Module 1 Unit 4
Week 3: Change is all around me	Children are encouraged to celebrate how they already have changed and grown and how their experiences help prepare them for changes to come, including the transition to their next class.	Ten ten resources Module 1 Unit 4
Week 4: Real Life Outcomes	The internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline.	Ten ten resources Module 2, Unit 3
Week 5: Rules to help us	Understand safe and unsafe situations, including online. Ask for adult help with anything that worries them or makes them feel unsafe	Ten ten resources Module 2, Unit 3
Week 6: Internet Safety	How can I stay safe online?	Evolve computing programme

## Summer 2

Topic	Learning objectives	Useful links
Week 1: Three in One	Session 1: That God is love: Father, Son and Holy Spirit.	Ten ten resources Module 3 Unit 1
Week 2: Who is my neighbour?	Session 2: To know what a community is, and that God calls us to live in community with one another.	Ten ten resources Module 3 Unit 1

Week 3: The communities we live in	Session 1: That they belong to various communities such as home, school, parish. Looking after the Environment	Ten ten resources Module 3 Unit 2
Week 4: Needs and Wants	That money is valuable and is used as an exchange for needs and wants. That wants and needs are different. About spending and saving choices.	Module 3 Unit 2
Week 5:	Needs and Wants – classroom shorts	Module 3 Unit 2
Week 6: Wellbeing	Wellbeing activities Transition	Zones of Regulation

**Useful links and passwords:**

### **PSHE in Cardinal Newman and our wider Community**

- All children learn about Rail Safety as our school is located near Hersham station
- All children learn about Water Safety as we are located near reservoirs, rivers and streams
- Children take part in Road Safety week when they visit local roads and learn how to ensure they are safe when walking/cycling on nearby roads
- World Faith Week gives children the opportunity to learn about different faiths around the world
- Celebrating difference day gives children the opportunity to learn about our wider world and what makes us all different and unique
- Children also learn how to live a healthy lifestyle through different aspects of PSHE and the ways in which we can keep our bodies fit and healthy
- Children learn about how to stay safe online termly
- Links with local community include; visits/cards/letters to the elderly
- Involving members of the parish in hearing children read
- Local authorities where appropriate invite speakers e.g. fire service/police/nurses

## Year 3 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To understand why class and school rules are important	<a href="#">Establish class rules with children</a>
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – What I want my teacher to know box	<a href="#">Zones of Regulation</a> <a href="#">Role play zones</a> <a href="#">Recognise the different feelings</a>
Week 3: Rights and responsibilities	To understand that the UN rights of the child are there to protect everyone and have primacy both over national law and family and community services	<a href="#">Unit 4 Module 2 Session 4</a>  <a href="#">Look at UN rights of the child</a>
Black History Month	See focus for the month this year	<a href="#">See resources in PSHE folder for this year.</a>
Black History Month	See focus for the month this year	<a href="#">See resources in PSHE folder for this year</a>
Week 6: Internet Safety	To know how to behave appropriately online	<a href="#">From computing scheme</a>

### Autumn 2

Topic	Learning Objective	Useful links
Week 1 Anti-Bullying Week	See year's focus	<a href="#">See PSHE resources</a>
Week 2 Road Safety Week	See year's focus	<a href="#">See PSHE resources</a>
Week 3: Get Up!	Session 1 (2X15 min) We are created individually by God who is Love, designed in His own image and likeness.	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 1</a> <a href="#">Unit 1</a>
Week 4: Get Up!	Session 2 (3X15 min) Every human life is precious from the beginning of life (conception) to natural death.	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 1</a> <a href="#">Unit 1</a>
Week 5: The Sacraments	Session 1: That in Baptism God makes us His adopted children and 'receivers' of His love	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 1</a> <a href="#">Unit 1</a>
Week 6: Jesus, My friend	Story sessions (2X15min) That Jesus loves, embraces, guides, forgives and reconciles us with him and one another.	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 2</a> <a href="#">Unit 1</a>
Week 7: Wellbeing	Well being activity	

## Spring 1

Topic	Learning objective	Useful links
Week 1: Rights and responsibilities	To understand that there are different kinds of responsibilities, rights and duties at home, at school and in the community	<a href="#">Unit 4 Module 2 Session 4</a>
Week 2: Friends, Family and Others	Session 1: Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong.	<a href="#">Ten ten resources LKS2 Module 2 Unit 2</a>
Week 3: When Things Feel Bad	Session 2: Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.	<a href="#">Ten ten resources LKS2 Module 2 Unit 2</a>
Week 4: Sharing Online	Session 1: To recognise that their increasing independence brings increased responsibility to keep themselves and others safe.	<a href="#">Module 2 Unit 3</a>
Week 5: Chatting online and classroom shorts	Session 2: How to use technology safely.	<a href="#">Ten ten resources Module 2 Unit 3</a>
Week 6 Well Being	Focus for the year	<a href="#">Well Being activity</a>

## Spring 2

Topic	Learning Objective	Useful links
Week 1: Children's Mental Health	Focus for the year	<a href="#">PSHE folder</a>
Week 2: Safe In my body and classroom shorts	To judge well what kind of physical contact is acceptable or unacceptable and how to respond  About different kinds of abuse, including 'abuse of private parts'	<a href="#">Module 2 Unit 4</a>
Week 3: Safe in my body and classroom shorts	That there are different people we can trust for help, especially those who care for us, including our teachers and parish priest	<a href="#">Module 2 Unit 4</a>
Week 4: Drugs, alcohol and tobacco	Session 3: Medicines are drugs, but not all drugs are good for us.	<a href="#">Ten ten resources LKS2 Module 2 Unit 4</a>
Week 5: First aid heroes	Session 4: In an emergency, it is important to remain calm.	<a href="#">Ten ten resources LKS2 Module 2 Unit 3</a>



Week 6: Rights and responsibilities & classroom shorts.	.Some of our rules and laws are based on our rights. Rights protect us and ensure everyone is treated equally.	Ten ten resources Module 2 Unit 4
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## Summer 1

Topic	Learning objective	Useful links
Week 1: Trinity House	Session 1: God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’.	Ten ten resources LKS2 Module 3 Unit 1
Week 2: What is the Church?	Session 2: The human family can reflect the Holy Trinity in charity and generosity.	Ten ten resources LKS2 Module 3 Unit 1
Week 3: How Do I love Others?	Session 1 (1X25mins) To know that God wants His Church to love and care for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 4: How Do I love Others?	Session 1 (1X25mins) To devise practical ways of loving and caring for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 5: Healthy Relationships	To know that my actions affect myself and others	Me and My Relationships How can we solve this problem?
Week 6: Internet Safety	To know personal information should be kept to myself.	See computing programme

## Summer 2

Topic	Learning Objective	Useful links
Week 1: Working Together	Why people do different jobs	Module 3 Unit 2 Session 2
Week 2: Money Matters	To understand the terms ‘income’, ‘saving’ and ‘spending	Module 3 Unit 2 Session 3
Week 3: How do I love others	How we put love into action in the communities we live in.	Module 3 Unit 2 Session 1
Week 4: Growing – We don’t have to be the same	People are unique and differences should be celebrated	Module 1 Unit 2 Session 1
Week 5: Respecting our bodies	Looking after our bodies	Module 1 Unit 2 Session 2
Week 6: Well Being	Wellbeing activities Transition	Zones of Regulation

## Year 4 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rights and responsibilities	To understand why class and school rules are important	<a href="#">Establish class rules with children</a>
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – What I want my teacher to know box	<a href="#">Zones of Regulation</a> <a href="#">Role play zones</a> <a href="#">Recognise the different feelings</a>
Week 3: Rights and responsibilities	Created to Love Others Safe in my Body	<a href="#">Module 2</a> <a href="#">Unit 2</a>
Week 4: Rights and responsibilities	Created to Love Others Safe in my Body	<a href="#">Module 2</a> <a href="#">Unit 4</a>
Black History Month	See focus for the month this year	<a href="#">See resources in PSHE folder for this year.</a>
Black History Month	See focus for the month this year	<a href="#">See resources in PSHE folder for this year</a>
Week 7: Internet Safety	To know how to behave appropriately online	<a href="#">From computing scheme</a>

## Autumn 2

Topic	Learning Objective	Useful links
Week 1 Anti-Bullying Week	See year's focus	<a href="#">See PSHE resources</a>
Week 2 Road Safety Week	See year's focus	<a href="#">See PSHE resources</a>
Week 3 Road Safety Week	Road safety activity	<a href="#">See PSHE resources</a>
Week 4: Get Up!	Session one (2X15mins) We are created individually by God who is Love, designed in His own image and likeness.	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 1</a> <a href="#">Unit 1</a>
Week 5: Get Up!	Session one (3X15mins) Every human life is precious from the beginning of life (conception) to natural death.	<a href="#">Ten ten resources</a> <a href="#">LKS2</a> <a href="#">Module 1</a> <a href="#">Unit 1</a>
Week 6: Wellbeing	Well being activity	

## Spring 1

Topic	Learning objective	Useful links
Week 1: We Don't Have To Be the Same	Session 1: Similarities and differences between people arise as they grow and make choices.	Ten ten resources LKS2 Module 1 Unit 2
Week 2: Respecting Our Bodies	Session 2: About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.	Ten ten resources LKS2 Module 1 Unit 2
Week 3: What is Puberty?	Session 3: Learn what the term puberty means	Ten ten resources LKS2 Module 1 Unit 2
Week 4: Changing Bodies	Session 4: Learn correct naming of genitalia.	Ten ten resources LKS2 Module 1 Unit 2
Week 5 Drugs Alcohol and Tobacco	Session 2: Medicines are drugs, but not all drugs are good for us.	Module 2 unit 4 session 2
Week 6: Mental health week	Focus for the year	PSHE folder

## Spring 2

Topic	Learning Objective	Useful links
Week 1: What Am I Feeling?	Session 1: That emotions change as they grow up	Ten ten resources LKS2 Module 1 Unit 3
Week 2: What Am I Feeling?	Session 2: Positive actions help emotional well-being (beauty, art, etc. lift the spirit)	Ten ten resources LKS2 Module 1 Unit 3
Week 3: What am I looking at?	Session 3: To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.	Module 1 Unit 3
Week 4: I am Thankful	Some behaviour is wrong, unacceptable, unhealthy and/or risky. Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media	Ten ten resources LKS2 Module 1 Unit 3
Week 5: Internet Safety	To know what cyber bullying is and how we can deal with it.	Evolve
Week 6: Well Being	Well Being activity	

## Summer 1

Topic	Learning objective	Useful links
Week 1: Life Cycles	Session 1: That they were handmade by God with the help of their parents.	Ten ten resources LKS2 Module 1 Unit 4
Week 2: A time for everything.	Session 2: The human family can reflect the Holy Trinity in charity and generosity.	Ten ten resources LKS2 Module 3 Unit 1
Week 3: Big changes, little changes	Session 1 (1X25mins) To know that God wants His Church to love and care for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 4: Big changes, little changes plus classroom shorts	Session 1 (1X25mins) To devise practical ways of loving and caring for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 5: A community of love		Me and My Relationships How can we solve this problem?
Week 6: Internet Safety	To know personal information should be kept to myself.	See computing programme

## Summer 2

Topic	Learning Objective	Useful links
Week 3: What is the Church?	Session 2: The human family can reflect the Holy Trinity in charity and generosity.	Ten ten resources LKS2 Module 3 Unit 1
Week 2: How do I love others?	Session 1 (1X25mins) To know that God wants His Church to love and care for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 3: How do I love others?	Session 1 (1X25mins) To devise practical ways of loving and caring for others.	Ten ten resources LKS2 Module 3 Unit 2
Week 4 When things feel bad	Recognise bullying and abuse	Module 2 Unit 2 Session 2
Week 5: Money matters	All forms of money have advantages and disadvantages.  Our attitude to money and choices about spending, saving and giving impacts on ourselves and others.	Module 3 Unit 2
Week 6: Money matters and classroom shorts.	Budgeting helps to keep track of spending and saving.	Module 3 Unit 2

	Our faith guides our values and reminds us of the importance of love for God and others.	
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## Year 5 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rules, Rights and Responsibilities	To understand the expectations and roles of a Year 6 member of the school	
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – Worry monsters and	Zones of Regulation Role play zones Recognise the different feelings
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention	What I want my teacher to know box
Week 4: Black History Month	See focus for the month this year	See resources in PSHE folder for this year.
Week 5: Black History Month	See focus for the month this year	See resources in PSHE folder for this year
Week 6: Online Safety	How can identity be copied, modified or altered online?	Project Evolve

### Autumn 2

Topic	Learning objectives	Useful links
Week 1 Anti-Bullying Week	See year's focus	See PSHE resources
Week 2 Road Safety Week	See year's focus	See PSHE resources
Week 3 Road Safety Week activities	See year's focus	See PSHE resources
Week 4: Calming the Storm	Religious Understanding explores the Gospel story of the 'Calming of the Storm' (from Matthew, Mark and Luke)	UKS2 Module 1 Unit 1
Week 5: Religious Understanding	God is Calling You	UKS2 Module 2 Unit 1 Session 1
Week 6: E-Safety	What is meant by a hoax?	Project Evolve
Week 7: Wellbeing	Well being activity	

## Spring 1

Topic	Learning objectives	Useful links
Week 1: Personal Relationships	Under Pressure	<a href="#">UKS2 Module2 Unit 2 Session 1</a>
Week 2: Personal Relationships	Do You Want a Piece of Cake? (Consent)	<a href="#">UKS2 Module2 Unit 2 Session 2</a>
Week 3: Personal Relationships	Self-Talk	<a href="#">UKS2 Module2 Unit 2 Session 3</a>
Week 4: Life Online	Sharing Isn't Always Caring	<a href="#">UKS2 Module 2 Unit 3 Session 1</a>
Week 5: Children's Mental Health	Focus for the year	<a href="#">PSHE folder</a>
Week 6: Online Safety	When is it acceptable to use the work of others?	<a href="#">Project Evolve</a>

## Spring 2

Topic	Learning objectives	Useful links
Week 1: Life Online	Cyberbullying	<a href="#">UKS2 Module 2 Unit 3 Session 2</a>
Week 1: Life Online	Cyberbullying – Classroom Shorts Activities	<a href="#">UKS2 Module 2 Unit 3 Session 2</a>
Week 3: Keeping Safe	Types of Abuse	<a href="#">UKS2 Module 2 Unit 4 Session 1</a>
Week 4: Keeping Safe	Types of Abuse – Classroom Shorts Activities	<a href="#">UKS2 Module 2 Unit 4 Session 1</a>
Week 5: Keeping Safe	Impacted Lifestyles	<a href="#">UKS2 Module 2 Unit 4 Session 2</a>
Week 6: Online Safety	How can I support others online?	<a href="#">Project Evolve</a>

## Summer 1

Topic	Learning objectives	Useful links
Week 1: Keeping Safe	Impacted Lifestyles – Classroom Shorts Activities	<a href="#">UKS2 Module 2 Unit 4 Session 2</a>
Week 2: Keeping Safe	Making Good Choices	<a href="#">UKS2 Module 2 Unit 4 Session 3</a>
Week 3: Keeping Safe	Giving Assistance	<a href="#">UKS2 Module 2 Unit 4 Session 4</a>
Week 4: Religious Understanding	The Holy Trinity	<a href="#">UKS2 Module 3 Unit 1 Session 1</a>
Week 5: Religious Understanding	Catholic Social Teaching	<a href="#">UKS2 Module 3 Unit 1 Session 2</a>
Week 6: Online Safety	What are app permissions?	<a href="#">Project Evolve</a>

## Summer 2

Topic	Learning objectives	Useful links
Week 1: Living in the Wider World	Reaching Out	<a href="#">UKS2 Module 3 Unit 2 Session 1</a>
Week 2: Diversity Week	Focus on diversity materials	<a href="#">PSHE subject folders</a>
Week 3: Living in the Wider World	The World of Work	<a href="#">UKS2 Module 3 Unit 2 Session 2</a>
Week 4: Living in the Wider World	The World of Work – Classroom Shorts Activities	<a href="#">UKS2 Module 3 Unit 2 Session 2</a>
Week 5: Online Safety	How can information be used to make judgements of others?	<a href="#">Project Evolve</a>
Week 6: Wellbeing	Well being activity	

### PSHE in Cardinal Newman and our wider Community

- All children learn about Rail Safety as our school is located near Hersham station
- All children learn about Water Safety as we are located near reservoirs, rivers and streams
- Children take part in Road Safety week when they visit local roads and learn how to ensure they are safe when walking/cycling on nearby roads
- World Faith Week gives children the opportunity to learn about different faiths around the world
- Celebrating difference day gives children the opportunity to learn about our wider world and what makes us all different and unique
- Children also learn how to live a healthy lifestyle through different aspects of PSHE and the ways in which we can keep our bodies fit and healthy
- Children learn about how to stay safe online termly
- Links with local community include; visits/cards/letters to the elderly

- Involving members of the parish in hearing children read
- Local authorities where appropriate invite speakers e.g. fire service/police/nurses

## Year 6 PSHE Overview

### Autumn 1

Topic	Learning objectives	Useful links
Week 1: Rules, Rights and Responsibilities	To understand the expectations and roles of a Year 6 member of the school Rights and responsibilities	
Week 2 Zones of Regulation	To know the zones and how to use them in the classroom – Worry monsters and	Zones of Regulation Role play zones Recognise the different feelings
Week 3: Rights and responsibilities	To know who cares for them, their family network and who to go to if they are worried, how to attract attention	What I want my teacher to know box
Week 4: Black History Month	See focus for the month this year	See resources in PSHE folder for this year.
Week 5: Black History Month	See focus for the month this year	See resources in PSHE folder for this year
Week 6: Online Safety	Sharing Images Online	Project Evolve

### Autumn 2

Topic	Learning objectives	Useful links
Week 1 Anti-Bullying Week	See year's focus	See PSHE resources
Week 2 Road Safety Week	See year's focus	See PSHE resources
Week 3 Road Safety Week activities	See year's focus	See PSHE resources
Week 4: Calming the Storm	Religious Understanding explores the Gospel story of the 'Calming of the Storm' (from Matthew, Mark and Luke)	UKS2 Module 1 Unit 1
Week 5: Me, my body, my health	Gifts and Talents	UKS2 Module 1 Unit 2 Session 1
Week 6: Me, my body, my health	Girls' Bodies	UKS2 Module 1 Unit 2 Session 2
Week 7: Me, my body, my health	Boys' Bodies	UKS2 Module 1 Unit 2 Session 3



## Spring 1

Topic	Learning objectives	Useful links
Week 1: Me, my body, my health	Spots and Sleep	<a href="#">UKS2 Module 1 Unit 2 Session 4</a>
Week 2: Emotional Wellbeing	Body Image	<a href="#">UKS2 Module 1 Unit 3 Session 1</a>
Week 3: Emotional Wellbeing	Peculiar Feelings	<a href="#">UKS2 Module 1 Unit 3 Session 2</a>
Week 4: Emotional Wellbeing	Emotional Changes	<a href="#">UKS2 Module 1 Unit 3 Session 3</a>
Week 5: Children's Mental Health	Focus for the year	<a href="#">PSHE folder</a>
Week 6: Online Safety	Identify and critically evaluate online content.	<a href="#">Project Evolve</a>

## Spring 2

Topic	Learning objectives	Useful links
Week 1: Emotional Wellbeing	Seeing Stuff Online	<a href="#">UKS2 Module 1 Unit 3 Session 4</a>
Week 2: Life Cycles	Making Babies Part 1	<a href="#">UKS2 Module 1 Unit 4 Session 1</a>
Week 3: Life Cycles	Making Babies Part 2	<a href="#">UKS2 Module 1 Unit 4 Session 2</a>
Week 4: Life Cycles	Menstruation	<a href="#">UKS2 Module 1 Unit 4 Session 3</a>
Week 5: Life Cycles	Hope Beyond Death	<a href="#">UKS2 Module 1 Unit 4 Session 4</a>
Week 6: Online Safety	How to report online bullying	<a href="#">Project Evolve</a>

## Summer 1

Topic	Learning objectives	Useful links
Week 1: Life Cycles	Coping With Changes	<a href="#">UKS2 Module 1 Unit 4 Session 5</a>
Week 2: Life Cycles	Coping With Changes – Classroom Shorts activities	<a href="#">UKS2 Module 1 Unit 4 Session 5</a>
Week 3: Personal Relationships	Build Up Others	<a href="#">UKS2 Module 2 Unit 2 Session 4</a>
Week 3: Personal Relationships	Build Up Others – Classroom Shorts Activities	<a href="#">UKS2 Module 2 Unit 2 Session 4</a>
Week 5: Religious Understanding	The Holy Trinity	<a href="#">UKS2 Module 3 Unit 1 Session 1</a>
Week 6: Online Safety	How can I protect my digital personality?	<a href="#">Project Evolve</a>

## Summer 2

Topic	Learning objectives	Useful links
Week 1: Religious Understanding	Catholic Social Teaching	<a href="#">UKS2 Module 3 Unit 1 Session 2</a>
Week 2: Diversity Week	Focus on diversity materials	<a href="#">PSHE subject folders</a>
Week 3: Living in the Wider World	Reaching Out Catholic Social Teaching including care for God's creation	<a href="#">UKS2 Module 3 Unit 2 Session 1</a>
Week 4: Living in the Wider World	Money and Me	<a href="#">UKS2 Module 3 Unit 2 Session 3</a>
Week 5: Living in the Wider World	Money and Me – Classroom Shorts Activities	<a href="#">UKS2 Module 3 Unit 2 Session 3</a>
Week 6: Growing and Changing	To understand the expectations of Year 7 and how I can make the best choices for myself and for others (transition into secondary school)	

### PSHE in Cardinal Newman and our wider Community

- All children learn about Rail Safety as our school is located near Hersham station
- All children learn about Water Safety as we are located near reservoirs, rivers and streams
- Children take part in Road Safety week when they visit local roads and learn how to ensure they are safe when walking/cycling on nearby roads
- World Faith Week gives children the opportunity to learn about different faiths around the world
- Celebrating difference day gives children the opportunity to learn about our wider world and what makes us all different and unique
- Children also learn how to live a healthy lifestyle through different aspects of PSHE and the ways in which we can keep our bodies fit and healthy
- Children learn about how to stay safe online termly
- Links with local community include; visits/cards/letters to the elderly
- Involving members of the parish in hearing children read
- Local authorities where appropriate invite speakers e.g. fire service/police/nurses