



## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

### Health and Wellbeing – KS1

#### Pupils should have the opportunity to learn:

- what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- to recognise their likes and dislikes, how to make real, informed choices that improve their physical and emotional and mental health, to recognise that choices can have good and not so good consequences
- to think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple challenging goals
- about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- about growing from young to old and how people's needs change
- about growing and changing and new opportunities and responsibilities that increasing independence may bring
- the names for the main parts of the body
- rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets)
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them;
- to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

	Autumn	Spring	Summer
Year 1	<b>Relationships and Health – Life to the Full*</b> <b>Science</b> – Ourselves <b>History</b> – My history as a baby to now (changes) and into an adult <b>Health For Life Fortnight:</b> Week 1– Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety <b>PE</b> – Health and Fitness Personal Hygiene	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Science</b> – Staying safe in the sun <b>RE</b> - Change	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>DT</b> – Sensational Salads – to know about eating a healthy and varied diet/prepare a simple recipe to eat at home <b>English</b> – Tadpole's Promise – physical change/not to keep promises
Year 2	<b>Relationships and Health – Life to the Full*</b> <b>RE</b> – New Beginnings (change) <b>Health For Life Fortnight:</b> Week 1 – Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Science</b> – notice that animals, including humans, have offspring that grow and change/basic needs for survival/the importance of exercise, eating the right food and hygiene	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Science</b> – the importance of exercise, eating the right food and hygiene.
Additional Opportunities	Social Skills Intervention Access to Family worker to work with pupils experiencing feelings of loss/change – drawing and talking	Assemblies and Liturgies Star of the week Handwashing/personal hygiene	Sensory circuit intervention Worry boxes in each class Daily run

\*See separate document for Life to the Full Objectives



## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

Relationships – KS1			
<b>Pupils should have the opportunity to learn:</b> <ul style="list-style-type: none"> <li>to recognise that their behaviour can affect other people</li> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</li> <li>to offer constructive support and feedback to others</li> <li>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> </ul>			
	Autumn	Spring	Summer
Year 1	<b>Relationships and Health – Life to the Full*</b> <b>Behaviour expectations – 4 C's</b> <b>RE – Families</b> <b>RE – Belonging</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b>	<b>Relationships and Health – Life to the Full*</b>	<b>Relationships and Health – Life to the Full*</b> <b>RE – Reconciliation: Being Sorry</b>
Year 2	<b>Relationships and Health – Life to the Full*</b> <b>Behaviour expectations – 4 C's</b> <b>RE – New Beginnings</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b> <b>History – Rosa Parks. How did she influence lives in America and the world?</b>	<b>Relationships and Health – Life to the Full*</b> <b>History – Comparing cultures and beliefs with our own.</b>	<b>Relationships and Health – Life to the Full*</b> <b>RE – Reconciliation: Rules and making choices, being sorry.</b>
Additional Opportunities	Social Skills Intervention Access to Family worker Assemblies and Liturgies Academy/Class rules		

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## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

### Living in the Wider World – KS1

#### Pupils should have the opportunity to learn:

- how they can contribute to the life of the classroom and school to help construct, and agree to follow, group, class and school rules and to understand how these rules help them
- what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)
- that money comes from different sources and can be used for different purposes, including the concepts of spending and saving
- about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices
- ways in which they are all unique; understand that there has never been and will never be another ‘them’
- ways in which we are the same as all other people; what we have in common with everyone else
- about the ‘special people’ who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 1	<b>Introduction of class/Academy Rules</b> <b>Enterprise Week:</b> Use My Money Week Resources <b>Me and My World Topic</b> – how we are unique	<b>Science</b> – Seasonal Changes <b>Superheroes in everyday life</b> – People who keep us safe (fire brigade/police/doctors/nurses) and possible visit <b>Local Community</b> – Chislehurst Environmental Awards Project	<b>RE</b> – Neighbours: Sharing God’s world <b>World Environment Day</b> <b>Enterprise Sale</b> - how much profit can my class make?
Year 2	<b>Introduction of class/Academy Rules</b> <b>History</b> – Rosa Parks	<b>Science</b> – Living Things and their Habitats – endangered animals <b>Local Community</b> – Chislehurst Environmental Awards Project Geography – Comparing countries/continents	<b>RE</b> – Rules <b>RE</b> – Treasures: God’s treasure; the world <b>World Environment Day</b> <b>Enterprise Week</b> Use My Money Week Resources Enterprise Sale (how much profit can my class make?)
Additional Opportunities	Social Skills Intervention Access to Family worker Assemblies and Liturgies		



## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

### Health and Wellbeing – KS2

#### Pupils should have the opportunity to learn:

- to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals
- about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- what is meant by the term 'habit' and why habits can be hard to change
- about human reproduction
- about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers
- strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

	Autumn	Spring	Summer
Year 3	<b>Relationships and Health – Life to the Full*</b> <b>Health For Life Fortnight:</b> Week 1 – Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety <b>PE</b> – Health and Fitness Swimming – Water Safety	<b>Relationships and Health – Life to the Full*</b> <b>Swimming</b> – Water Safety <b>Science</b> – Identify that animals, including humans, need the right amounts of nutrition; that they get nutrition from what they eat <b>Computing</b> – Online Safety	<b>Relationships and Health – Life to the Full*</b> <b>Swimming</b> – Water Safety <b>Computing</b> – Online Safety <b>Transition morning to next class/teacher</b>
Year 4	<b>Relationships and Health – Life to the Full*</b> <b>Health For Life Fortnight:</b> Week– Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety <b>PE</b> – Health and Fitness	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>History</b> – Ancient Egypt – compare loss and bereavement with UK modern day culture <b>Science</b> – Dental health	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Transition morning to next class/teacher</b>



## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

Health and Wellbeing – KS2 cont			
Year 5	<b>Relationships and Health – Life to the Full*</b> <b>Health For Life Fortnight:</b> Week 1– Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety <b>PE</b> – Health and Fitness	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Transition morning to next class/teacher</b> <b>Science</b> – Describe the changes as humans develop to old age including puberty.
Year 6	<b>Relationships and Health – Life to the Full*</b> <b>Science</b> – Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <b>Health For Life Fortnight:</b> Week 1 – Healthy Bodies Week 2 – Healthy Minds <b>Computing</b> – Online Safety <b>PE</b> – Health and Fitness <b>English</b> – Kesuke’s Kingdom – what do we need to survive?	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety Science – Food groups and the nutrients obtained from each.	<b>Relationships and Health – Life to the Full*</b> <b>Computing</b> – Online Safety <b>Bikeability Programme</b> <b>TFL</b> - How to travel safely <b>Junior Citizen Scheme</b> <b>Secondary School Transition Days</b>
Additional Opportunities	Social Skills Intervention Access to Family worker to work with pupils experiencing feelings of loss/change Mindfulness Assemblies and Liturgies Academy/Class rules Road/Rail safety whilst on trips Class reward systems e.g. house points/dojo points		

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## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

Relationships – KS2			
<b>Pupils should have the opportunity to learn:</b> <ul style="list-style-type: none"> <li>to recognise and respond appropriately to a wider range of feelings in others</li> <li>that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves</li> <li>to work collaboratively towards shared goals</li> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>to recognise and manage 'dares'</li> <li>about the difference between, and the terms associated with, sex, gender identity and sexual orientation</li> <li>that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</li> <li>that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for them self or others</li> </ul>			
	Autumn	Spring	Summer
Year 3	<b>RE – Family</b> <b>Relationships and Health – Life to the Full*</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b>	<b>Relationships and Health – Life to the Full*</b>  <b>PE – Team Building</b> <b>RE – Listening and Sharing</b>	<b>Relationships and Health – Life to the Full*</b>  <b>RE – Reconciliation: Choices</b> <b>RE – Religious diversity (Hinduism and Judaism)</b>
Year 4	<b>Relationships and Health – Life to the Full*</b> <b>PE – Team Building</b> <b>RE – Family</b> <b>RE – Religious diversity (Judaism)</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b>	<b>Relationships and Health – Life to the Full*</b>	<b>Relationships and Health – Life to the Full*</b> <b>RE – Reconciliation: Building Bridges</b> <b>RE – Religious diversity (Sikhism)</b>
Year 5	<b>Relationships and Health – Life to the Full*</b> <b>RE – Family</b> <b>RE – Religious diversity (Hinduism)</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b>	<b>Relationships and Health – Life to the Full*</b>	<b>Relationships and Health – Life to the Full*</b> <b>RE – Freedom and Responsibility</b>
Year 6	<b>Relationships and Health – Life to the Full*</b> <b>RE – Loving</b> <b>The Big Anti-Bullying Assembly</b> <b>Anti-Bullying Week</b>	<b>Relationships and Health – Life to the Full*</b>  <b>RE – Unity</b> <b>English – The Invention of Hugo Cabret - friendship</b>	<b>Relationships and Health – Life to the Full*</b> <b>RE – Religious diversity (Islam)</b>
Additional Opportunities	Access to Family worker to work with pupils experiencing feelings of loss/change		Assemblies and Liturgies Social Skills Intervention

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## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

### Living in the Wider World – KS2

#### Pupils should have the opportunity to learn:

- to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)
- that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
- to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- what being part of a community means, and about the varied institutions that support communities locally and nationally
- to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom
- to consider the lives of people living in other places, and people with different values and customs
- about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer
- to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)
- that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- what is meant by enterprise and begin to develop enterprise skills
- to explore and critique how the media present information

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Year 3	<b>Enterprise Week</b> Use My Money Week Resources Enterprise Sale (how much profit can my class make?)	<b>Geography</b> – Greece – considering the lives of other people <b>Local Community</b> – Chislehurst Environmental awards project	<b>English: The Varmints</b> – Environmental changes <b>Geography</b> – The UK <b>RE</b> – Appreciating different values and customs (Hinduism/Judaism) <b>World Environment Day</b>



## Personal, Social, Health and Economic (PSHE) Education – St Peter and St Paul Catholic Primary Academy

Living in the Wider World – KS2 cont.			
Year 4	<b>Enterprise Week</b> Use My Money Week Resources Enterprise Sale (how much profit can my class make?) <b>RE</b> – Appreciating different values and customs (Judaism)	<b>Geography</b> – Egypt – considering the lives of other people <b>Local Community</b> – Chislehurst Environmental awards project <b>RE</b> - Community	<b>RE</b> – Universal Church: The World/God’s People <b>RE</b> – Appreciating different values and customs (Sikhism) <b>History</b> – Carnivals – traditions and culture <b>Geography</b> – Exploring the world <b>World Environment Day</b>
Year 5	<b>Enterprise Week</b> Use My Money Week Resources Enterprise Sale (how much profit can my class make?) <b>RE</b> – Appreciating different values and customs (Hinduism) <b>RE</b> - Local church visit <b>Geography</b> – understanding planet earth	<b>Local Community</b> – Chislehurst Environmental awards project <b>English</b> – The Arrival – Immigration/Refuges	<b>World Environment Day</b> <b>Geography</b> – Topical issues: rainforests/earthquakes/climate/biomes <b>English</b> – Topical issues: Explore and write about real environmental issues
Year 6	<b>Enterprise Week</b> Use My Money Week Resources Enterprise Sale (how much profit can my class make?) <b>RE</b> - Local church visit British Values Horniman Museum	<b>Local Community</b> – Chislehurst Environmental awards project <b>Geography</b> – Geography of the world <b>Local Study</b> – London <b>Maths:</b> Currency conversion Science Museum	<b>World Environment Day</b> <b>RE</b> – work of the worldwide Christian family <b>Maths:</b> Binary and Decimal System <b>SRE</b> – A Journey in Love – diverse views
Additional Opportunities	Assemblies and Liturgies Food collection for local community food bank Charitable endeavours for local and overseas charities		