

(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

**EYFS Knowledge:**

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the National Curriculum.

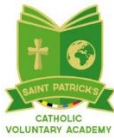
The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four- Year-Olds and Reception to match the programme of study for PSHE.

The most relevant statements for PSHE are taken from the following areas of learning:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Understanding the World

**EYFS**

PSHE		
Three- and Four-Year Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>•</li> </ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>
	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>

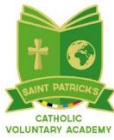


## St Patrick's Catholic Voluntary Academy PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

Reception	Communication and Language	<ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul>	
	Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> <li>- personal hygiene</li> <li>Know and talk about the different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> </ul>	
	Physical Development	<ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully:               <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> </ul> </li> </ul>	
	Understanding the World	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>	
ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul>
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> </ul>	



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	<b>Autumn Term: Relationships</b>			<b>Spring: Living in the Wider World</b>			<b>Summer: Health and Wellbeing</b>		
	<b>Families and friendships</b>	<b>Safe Relationships</b>	<b>Respecting ourselves and others</b>	<b>Belonging to a Community</b>	<b>Media literacy and digital resilience</b>	<b>Money and Work</b>	<b>Physical Health and Mental Wellbeing</b>	<b>Growing and Changing</b>	<b>Keeping Safe</b>
<b>Year 1</b> Badgers Squirrels	<p><b>Roles of different people; families; feeling cared for</b></p> <ul style="list-style-type: none"> <li>- To explore the roles different people, play in our lives.</li> <li>- To identify the people who love and care for them and what they do to help them feel cared for.</li> <li>- To understand different types of families, including those that may be different to their own.</li> <li>- To identify common features of family life.</li> <li>- To know that it is important to tell someone if something about their family makes them unhappy or worried.</li> </ul>	<p><b>Recognising privacy; staying safe; seeking permission</b></p> <ul style="list-style-type: none"> <li>- To know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</li> <li>- To recognise that some things are private and the importance of respecting privacy, that there are parts of their body are covered by underwear because they are private.</li> <li>- To know how to respond if physical contact makes them feel unsafe or uncomfortable.</li> <li>- To know that there are situations when they should ask for permission and also when their permission should be sought.</li> </ul>	<p><b>How behaviour affects others; being polite and respectful</b></p> <ul style="list-style-type: none"> <li>- To know what is kind and unkind behaviour, and how this can affect others.</li> <li>- To know how to treat themselves and others with respect.</li> <li>- To understand how to be polite and courteous.</li> </ul>	<p><b>What rules are; caring for others' needs; looking after the environment</b></p> <ul style="list-style-type: none"> <li>- To understand what rules are, why they are needed, and why different rules are needed for different situations.</li> <li>- To understand how people and other living things have different needs; about the responsibilities of caring for them.</li> <li>- To know and understand about things they can do to help look after their environment.</li> </ul>	<p><b>Using the internet and digital devices; communicating online</b></p> <ul style="list-style-type: none"> <li>- To learn about how the internet and digital devices can be used safely to find things out and to communicate with others.</li> <li>- To understand about the role of the internet in everyday life.</li> </ul>	<p><b>Strengths and interests; jobs in the community that everyone has different strengths</b></p> <ul style="list-style-type: none"> <li>- To know the different jobs that people they know or people who work in the community do.</li> <li>- To explore some of the strengths and interests someone might need to do different jobs.</li> </ul>	<p><b>Keeping healthy; food and exercise; hygiene routines; sun safety</b></p> <ul style="list-style-type: none"> <li>- To understand what keeping healthy means; different ways to keep healthy.</li> <li>- To learn about foods that support good health and the risks of eating too much sugar.</li> <li>- To recognise how physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>- To explore simple hygiene routines that can stop germs from spreading.</li> <li>- To know how to keep safe in the sun and protect skin from sun damage.</li> <li>- To learn about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</li> <li>- To explore about the people who help us to stay physically healthy.</li> </ul>	<p><b>Recognising what makes them unique and special; feelings; managing when things go wrong</b></p> <ul style="list-style-type: none"> <li>- To understand the different feelings that humans can experience.</li> <li>- To know how to recognise and name different feelings.</li> <li>- To recognise how feelings can affect people's bodies and how they behave.</li> <li>- To explore how to recognise what others might be feeling.</li> <li>- To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>- To recognise what makes them special.</li> <li>- To recognise the ways in which we are all unique.</li> <li>- To identify what they are good at, what they like and dislike.</li> <li>- To understand how to manage when finding things difficult.</li> </ul>	<p><b>How rules and age restrictions help us; keeping safe online</b></p> <ul style="list-style-type: none"> <li>- To understand about rules and age restrictions that keep us safe.</li> <li>- To know and follow basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> </ul>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Year 2</b> Otters</p>	<p><b>Making friends; feeling lonely and getting help</b></p> <ul style="list-style-type: none"> <li>- To know how people, make friends and what makes a good friendship.</li> <li>- To know how to recognise when they or someone else feels lonely and what to do.</li> <li>- To learn simple strategies to resolve arguments between friends positively.</li> <li>- To know how to ask for help if a friendship is making them feel unhappy.</li> <li>- To listen to other people and play and work cooperatively.</li> </ul>	<p><b>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</b></p> <ul style="list-style-type: none"> <li>- To understand how people may feel if they experience hurtful behaviour or bullying.</li> <li>- To understand that hurtful behaviour (offline and online) including excluding others is not acceptable; how to report bullying and the importance of telling a trusted adult. <ul style="list-style-type: none"> <li>- To understand that sometimes people may behave differently online, including by pretending to be someone they are not.</li> </ul> </li> <li>- To know the importance of not keeping adults' secrets.</li> <li>- To learn basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</li> <li>- To know what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</li> </ul>	<p><b>Recognising things in common and differences; playing and working cooperatively; sharing opinions</b></p> <ul style="list-style-type: none"> <li>- To recognise the ways in which they are the same and different to others.</li> <li>- To know how to listen to other people and play and work cooperatively.</li> <li>- To know how to talk about and share their opinions on things that matter to them.</li> </ul>	<p><b>Belonging to a group; roles and responsibilities; being the same and different in the community</b></p> <p><b>how people and other living things have different needs; about the responsibilities of caring for them</b></p> <ul style="list-style-type: none"> <li>- To understand about the different groups, they belong to.</li> <li>- To learn about the different roles and responsibilities people have in their community.</li> <li>- To recognise the ways, they are the same as, and different to, other people.</li> </ul>	<p><b>The internet in everyday life; online content and information</b></p> <ul style="list-style-type: none"> <li>- To understand about the role of the internet in everyday life.</li> <li>- To know and understand that not all information seen online is true.</li> </ul>	<p><b>What money is; needs and wants; looking after money</b></p> <ul style="list-style-type: none"> <li>- To know what money is; forms that money comes in; that money comes from different sources.</li> <li>- To understand that people make different choices about how to save and spend money.</li> <li>- To recognise the difference between needs and wants; that sometimes people may not always be able to have the things they want.</li> <li>- To understand that money needs to be looked after; different ways of doing this. <ul style="list-style-type: none"> <li>- To explore the jobs, help people to earn money to pay for things.</li> </ul> </li> </ul>	<p><b>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</b></p> <ul style="list-style-type: none"> <li>- To understand about why sleep is important and different ways to rest and relax.</li> <li>- To know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>- To understand about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> <li>- To explore ways of sharing feelings; a range of words to describe feelings.</li> <li>- To identify things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).</li> <li>- To recognise different things, they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</li> <li>- To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</li> <li>- To explore about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better and the importance of asking for help.</li> </ul>	<p><b>Growing older; naming body parts; moving class or year</b></p> <ul style="list-style-type: none"> <li>- To explore change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</li> <li>- To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>- To explore about growing and changing from young to old and how people's needs change.</li> <li>- To explore about preparing to move to a new class/year group.</li> </ul>	<p><b>Safety in different environments; risk and safety at home emergencies</b></p> <ul style="list-style-type: none"> <li>- To recognise risk in simple everyday situations and what action to take to minimise harm.</li> <li>- To know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). <ul style="list-style-type: none"> <li>- To understand that household products (including medicines) can be harmful if not used correctly.</li> </ul> </li> <li>- To explore ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</li> <li>- To know about the people whose job it is to help keep us safe.</li> <li>- To know and follow basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</li> <li>- To know about what to do if there is an accident and someone is hurt.</li> <li>- To know how to get help in an emergency (how to dial 999 and what to say).</li> <li>- To explore about preparing to move to a new class/year group.</li> </ul>

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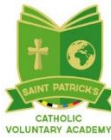
<b>Year 3</b> <i>Grenoside Woods</i>	<p><b>What makes a family; features of family life</b></p> <ul style="list-style-type: none"> <li>- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>- To know that a feature of positive family life is caring relationships; about the different ways in which people care for one another.</li> <li>- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</li> <li>- To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.</li> <li>- To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> </ul>	<p><b>Personal boundaries; safely responding to others; the impact of hurtful behaviour</b></p> <ul style="list-style-type: none"> <li>- To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>- To understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).</li> <li>- To know how to respond safely and appropriately to adults they may encounter (in all contexts including online)</li> <li>- To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> </ul>	<p><b>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</b></p> <ul style="list-style-type: none"> <li>- To know that personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</li> </ul>	<p><b>The value of rules and law; rights, freedoms and responsibilities</b></p> <ul style="list-style-type: none"> <li>- To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>- To recognise there are human rights, that are there to protect everyone.</li> <li>- To explore about the relationship between rights and responsibilities.</li> </ul>	<p><b>How the internet is used; assessing information online</b></p> <ul style="list-style-type: none"> <li>- To recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>- To know and understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> </ul>	<p><b>Different jobs and skills; job stereotypes; setting personal goals</b></p> <ul style="list-style-type: none"> <li>- To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</li> <li>- To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li> <li>- To explore about stereotypes in the workplace and that a person's career aspirations should not be limited by them. (Protected characteristic)</li> <li>- To explore and develop some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</li> </ul>	<p><b>Health choices and habits; what affects feelings; expressing feelings</b></p> <ul style="list-style-type: none"> <li>- To know how to make informed decisions about health.</li> <li>- To explore about the elements of a balanced, healthy lifestyle.</li> <li>- To understand about choices that support a healthy lifestyle, and recognise what might influence these.</li> <li>- To know how to recognise that habits can have both positive and negative effects on a healthy lifestyle.</li> <li>- To understand about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>- To know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>- To recognise that feelings can change over time and range in intensity.</li> <li>- To understand about everyday things that affect feelings and the importance of expressing feelings.</li> <li>- To develop a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</li> </ul>	<p><b>Personal strengths and achievements; managing and reframing setbacks</b></p> <ul style="list-style-type: none"> <li>- To recognise their individuality and personal qualities.</li> <li>- To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</li> <li>- To understand how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</li> </ul>	<p><b>Risks and hazards; safety in the local environment and unfamiliar places</b></p> <ul style="list-style-type: none"> <li>- To know how to predict, assess and manage risk in different situations.</li> <li>- To understand about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</li> <li>- To know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</li> </ul>
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<p align="center"><b>Year 4</b> Beeley Woods</p>	<p><b>Positive friendships, including online</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.</li> <li>- To know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</li> <li>- To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.</li> <li>- To understand the importance of seeking support if feeling lonely or excluded.</li> <li>- To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> </ul>	<p><b>Responding to hurtful behaviour managing confidentiality; recognising risks online</b></p> <ul style="list-style-type: none"> <li>- To develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>- To understand about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.</li> <li>- To understand the difference between keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>- To recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> </ul>	<p><b>Respecting differences and similarities; discussing difference sensitively</b></p> <ul style="list-style-type: none"> <li>- To understand about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</li> <li>- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> </ul>	<p><b>What makes a community; shared responsibilities</b></p> <ul style="list-style-type: none"> <li>- To understand the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>- To explore the different groups that make up their community; what living in a community means.</li> <li>- To value the different contributions that people and groups make to the community.</li> </ul>	<p><b>How data is shared and used</b></p> <ul style="list-style-type: none"> <li>- To explore about some of the different ways information and data is shared and used online, including for commercial purposes.</li> <li>- To understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</li> </ul>	<p><b>Making decisions about money; using and keeping money safe</b></p> <ul style="list-style-type: none"> <li>- To learn about the different ways to pay for things and the choices people have about this.</li> <li>- To recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> <li>- To recognise that people, make spending decisions based on priorities, needs and wants.</li> <li>- To understand there are different ways to keep track of money.</li> </ul>	<p><b>Maintaining a balanced lifestyle; oral hygiene and dental care</b></p> <ul style="list-style-type: none"> <li>- To know about the elements of a balanced, healthy lifestyle.</li> <li>- To understand about what good physical health means.</li> <li>- To know how to recognise early signs of physical illness.</li> <li>- To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</li> </ul>	<p><b>Physical and emotional changes in puberty, external genitalia; personal hygiene routines; introduction to puberty</b></p> <ul style="list-style-type: none"> <li>- To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>- To understand about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing).</li> <li>- To understand about how hygiene routines, change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</li> <li>- To understand about where to get more information, help and advice about growing and changing, especially about puberty.</li> </ul>	<p><b>Medicines and household products; drugs common to everyday life</b></p> <ul style="list-style-type: none"> <li>- To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</li> <li>- To understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</li> <li>- To know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health.</li> <li>- To recognise that drug use can become a habit which can be difficult to break.</li> <li>- To know how to predict, assess and manage risks in different situations.</li> </ul>
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<p align="center"><b>Year 5</b> <i>Lees Hall and Woolley Woods</i></p>	<p><b>Managing friendships and peer influence</b></p> <ul style="list-style-type: none"> <li>- To understand that healthy friendships make people feel included.</li> <li>- To recognise when others may feel lonely or excluded, including strategies for how to include them</li> <li>- To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</li> <li>- To understand how friendships can change over time, about making new friends and the benefits of having different types of friends.</li> <li>- To know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</li> <li>- To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</li> <li>- To learn about seeking and giving permission (consent) in different situations.</li> </ul>	<p><b>Physical contact and feeling safe</b></p> <ul style="list-style-type: none"> <li>- To know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</li> <li>- To recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</li> <li>- To understand about seeking and giving permission (consent) in different situations.</li> <li>- To know that keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</li> <li>- To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul>	<p><b>Responding respectfully to a wide range of people; recognising prejudice and discrimination</b></p> <ul style="list-style-type: none"> <li>- To develop strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</li> <li>- To understand about discrimination: what it means and how to challenge it.</li> <li>- To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</li> <li>- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</li> </ul>	<p><b>Protecting the environment; compassion towards others</b></p> <ul style="list-style-type: none"> <li>- To recognise the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</li> <li>- To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</li> <li>- To understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</li> </ul>	<p><b>How information online is targeted; different media types, their roles and impact</b></p> <ul style="list-style-type: none"> <li>- To understand and know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li> <li>- To explore about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</li> </ul>	<p><b>Identifying job interests and aspirations, what influences career choices; workplace stereotypes</b></p> <ul style="list-style-type: none"> <li>- To learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them.</li> <li>- To recognise what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</li> <li>- To understand that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</li> <li>- To identify the kind of job that they might like to do when they are older.</li> <li>- To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</li> </ul>	<p><b>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</b></p> <ul style="list-style-type: none"> <li>- To understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</li> <li>- To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</li> <li>- To understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</li> <li>- To recognise the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</li> </ul>	<p><b>Physical and emotional changes in puberty; personal identity; recognising individuality and different qualities; mental wellbeing</b></p> <ul style="list-style-type: none"> <li>- To understand strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing activities, hobbies and spending time with family and friends can support mental health and wellbeing.</li> <li>- To understand personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</li> <li>- To recognise that for some people gender identity does not correspond with their biological sex e.g. not all boys like football, not all girls wear pink.</li> <li>- To recognise their individuality and personal qualities.</li> </ul>	<p><b>Keeping safe in different situations, including, online, emergencies, first aid and FGM</b></p> <ul style="list-style-type: none"> <li>- To know how to predict, assess and manage risk in different situations.</li> <li>- To understand how to respond and react in an emergency situation.</li> <li>- To know how to identify situations that may require the emergency services; know how to contact them and what to say.</li> <li>- To understand that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</li> </ul>
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# St Patrick's Catholic Voluntary Academy PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6 Ecclesall Woods</p>	<p><b>Attraction to others; romantic relationships; civil partnerships and marriage</b></p> <ul style="list-style-type: none"> <li>- To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).</li> <li>- To recognise that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</li> <li>- To understand that marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.</li> <li>- To know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.</li> <li>- To know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</li> <li>- To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.</li> </ul>	<p><b>Recognising and managing pressure; consent in different situations</b></p> <ul style="list-style-type: none"> <li>- To understand about seeking and giving permission (consent) in different situations.</li> <li>- To know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.</li> <li>- To know where to get advice and report concerns if worried about their own or someone else's personal safety (including online).</li> </ul>	<p><b>Expressing opinions and respecting others points of view, including discussing topical issues</b></p> <ul style="list-style-type: none"> <li>- To understand that personal behaviour can affect other people; to recognise and model respectful behaviour online.</li> <li>- To know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</li> </ul>	<p><b>Valuing diversity; challenging discrimination and stereotypes</b></p> <ul style="list-style-type: none"> <li>- To explore diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>- To recognise about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</li> <li>- To understand about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</li> <li>- To recognise the different ways to keep track of money.</li> </ul>	<p><b>Evaluating media sources; sharing things online</b></p> <ul style="list-style-type: none"> <li>- To explore reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</li> <li>- To recognise ways in which the internet and social media can be used both positively and negatively.</li> <li>- To understand some of the different ways information and data is shared and used online, including for commercial purposes.</li> <li>- To recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> <li>- To learn about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</li> </ul>	<p><b>Influences and attitudes to money; money and financial risks</b></p> <ul style="list-style-type: none"> <li>- To recognise that people, have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money.'</li> <li>- To explore and understand about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</li> <li>- To explore about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</li> <li>- To identify the ways that money can impact on people's feelings and emotions.</li> </ul>	<p><b>What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</b></p> <ul style="list-style-type: none"> <li>- To recognise the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</li> <li>- To know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</li> <li>- To understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.</li> <li>- To learn and develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</li> <li>- To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</li> <li>- To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.</li> <li>- To explore about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</li> <li>- To learn, explore and develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul>	<p><b>Physical and emotional changes in puberty, human reproduction, independence; managing transition</b></p> <ul style="list-style-type: none"> <li>- To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> <li>- To explore the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.</li> <li>- To learn about the new opportunities and responsibilities that increasing independence may bring.</li> <li>- To develop strategies to manage transitions between classes and key stages.</li> </ul>	<p><b>Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</b></p> <ul style="list-style-type: none"> <li>- To understand reasons for complying with regulations and restrictions (Inc. age); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</li> <li>- To understand the importance of keeping personal information private; strategies for keeping safe online, inc. how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.</li> <li>- To recognise the risks and effects of legal drugs to everyday life, their impact on health and that drug use can become a habit which can be difficult to break.</li> <li>- To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>- To explore why people, choose to use or not use drugs (including nicotine, alcohol and medicines);</li> <li>- To explore the mixed messages in the media about drugs, including alcohol and smoking/vaping.</li> <li>- To learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; and people they can talk to if they have concerns.</li> </ul>
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**Underpinned by our British Values and the Protected Characteristics:**

<p style="text-align: center;"><b>Democracy:</b></p> <p>When a group of people have equal rights and the freedom to choose how they are treated, rather than when one person has all the power and makes all the decisions. (It can also refer to the way in which we vote for the person or group we want to represent us). E.g. Voting for our Class Ambassadors</p>	<p><b>Under the Equality Act 2010, there are nine Protected Characteristics which everyone protects everyone in Britain:</b></p> <p>Age Disability Gender reassignment Race Religion or belief Marriage or civil partnership Sex Sexual orientation Pregnancy and maternity</p>
<p style="text-align: center;"><b>Individual Liberty:</b></p> <p>The freedom to choose their faith, beliefs, likes and dislikes which are outside Government control</p>	
<p style="text-align: center;"><b>Rule of Law:</b></p> <p>All people and groups are ruled by the same laws which help to keep us all safe and happy.</p>	
<p style="text-align: center;"><b>Mutual Respect and Tolerance:</b></p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p>	





## St Patrick's Catholic Voluntary Academy PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

### Assessment framework - PSHE

By the end of Y1, children can:	Working at ARE
	<p><b>Relationships - Families and Friends: Roles of different people; families; feeling cared for:</b></p> <ul style="list-style-type: none"> <li>- talk about the very important people in my life and explain why they are special.</li> <li>- describe why families are important.</li> <li>- describe what makes someone a good friend.</li> <li>- describe ways to help resolve arguments and disagreements without being unkind.</li> <li>- cooperate with others to achieve a task.</li> <li>- describe how I can show my special people that I care about them and understand why this is important.</li> </ul>
	<p><b>Relationships – Safe Relationships: Recognising privacy, staying safe, seeking permission:</b></p> <ul style="list-style-type: none"> <li>- know how to stay safe online.</li> <li>- explain to others how to keep safe online.</li> <li>- know how to communicate online in ways that show kindness and respect.</li> <li>- talk about unkind behaviour like teasing and bullying.</li> <li>- describe ways to help resolve arguments and disagreements safely and without being unkind.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others: How behaviour affects others, being polite and respectful:</b></p> <ul style="list-style-type: none"> <li>- say what makes a team special and how it feels to be part of a team.</li> <li>- be a good listener.</li> <li>- explain how to be kind and why it is important.</li> <li>- identify good choices.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community: What rules are; caring for others' needs; looking after the environment:</b></p> <ul style="list-style-type: none"> <li>- discuss homes from around the world and say how they are the same as mine and how they are different.</li> <li>- explain what it is like to go to school in other countries and compare this to my school.</li> <li>- explore places where people live which are different from where I live.</li> <li>- think about how people use things from earth and what problems this can cause.</li> <li>- say why it is important to care for the earth and identify how I can help to protect it.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience: Using the Internet and digital devices; communicating online:</b></p> <ul style="list-style-type: none"> <li>- talk about ways in which the Internet is useful.</li> <li>- know I should balance screen time with other activities and understand why this is important.</li> <li>- know how to stay safe online.</li> <li>- know how to communicate online in ways that show kindness and respect.</li> </ul>
	<p><b>Living in the Wider World - Money and Work: Strengths and interests; jobs in the community:</b></p> <ul style="list-style-type: none"> <li>- think of strengths I already have and those I would like to develop further.</li> <li>- talk about jobs that people can do and tell my friends what I want to be when I grow up.</li> <li>- understand that it is a person's interests and skills that make them suited to doing a job.</li> <li>- think about things I would like to achieve in the future.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing: Keeping healthy; food and exercise, hygiene routines, sun safety:</b></p> <ul style="list-style-type: none"> <li>- know I can choose what happens to my body.</li> <li>- make healthy choices about sleep and exercise.</li> <li>- make healthy choices about food and drink.</li> <li>- know how to keep my body clean.</li> <li>- choose to keep my mind and body healthy and safe.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Recognising what makes them unique and special; feelings; managing when things go wrong:</b></p> <ul style="list-style-type: none"> <li>- name some of the different feelings I have and can describe how they feel.</li> <li>- talk about things I like that make me feel happy.</li> <li>- talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings.</li> <li>- discuss how change and loss make me feel.</li> <li>- share what I think and feel with confidence.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: How rules and age-restrictions help us; keeping safe online:</b></p> <ul style="list-style-type: none"> <li>- know how to stay safe and who can help if I feel unsafe.</li> <li>- know how to stay safe at home.</li> <li>- know how to stay safe when I am out and about.</li> <li>- know how to stay safe online.</li> </ul>

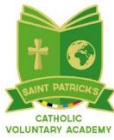


## St Patrick's Catholic Voluntary Academy PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

<b>By the end of Y2, children can:</b>	<b>Working at ARE</b>
	<p><b>Relationships - Families and Friends: Making friends; feeling lonely and getting help:</b></p> <ul style="list-style-type: none"> <li>- explain how to be kind and why it is important.</li> <li>- talk about unkind behaviour like teasing and bullying.</li> <li>- describe what makes someone a good friend.</li> <li>- describe ways to help resolve arguments and disagreements without being unkind.</li> <li>- cooperate with others to achieve a task.</li> </ul>
	<p><b>Relationships – Safe Relationships: Managing secrets; resisting pressure and getting help; recognising hurtful behaviour:</b></p> <ul style="list-style-type: none"> <li>- know how to stay safe online.</li> <li>- know how to communicate online in ways that show respect and kindness.</li> <li>- know what I can share and what I should keep private to keep myself and others safe.</li> <li>- know I can choose what happens to my body.</li> <li>- know who to go to if I need help.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others:</b> <b>Recognising things in common and differences; playing and working cooperatively; sharing opinions:</b></p> <ul style="list-style-type: none"> <li>- talk about the teams I belong to.</li> <li>- be a good listener.</li> <li>- explain how to be kind and why it is important.</li> <li>- talk about unkind behaviour like teasing and bullying.</li> <li>- explain how to be a positive learner</li> <li>- can identify good and not-so-good choices.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community:</b> <b>Belonging to a group; roles and responsibilities; being the same and different in the community:</b></p> <ul style="list-style-type: none"> <li>- describe ways that I can be a good neighbour.</li> <li>- identify things that help and harm my neighbourhood.</li> <li>- describe what it is like to live in the British Isles.</li> <li>- explore how people living in the British Isles can be different and how they are the same.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience:</b> <b>The internet in everyday life; online content and information:</b></p> <ul style="list-style-type: none"> <li>- know how to balance screen time with other activities and understand why this is important.</li> <li>- explain why we keep personal information private.</li> <li>- know how to communicate online in ways that show kindness and respect.</li> <li>- understand that not everything on the Internet is true.</li> </ul>
	<p><b>Living in the Wider World - Money and Work: What money is; needs and wants; looking after money:</b></p> <ul style="list-style-type: none"> <li>- explain the different forms money comes in.</li> <li>- explain where money comes from.</li> <li>- explain how to keep money safe and why this is important.</li> <li>- explain choices I have about spending money and why it is important to keep a track of what I spend.</li> <li>- explain the difference between things we want and things we need.</li> <li>- explain what happens when we go shopping.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing:</b> <b>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help:</b></p> <ul style="list-style-type: none"> <li>- make healthy choices about sleep and exercise.</li> <li>- make healthy choices about food and drink.</li> <li>- know how to keep my body clean.</li> <li>- understand how happy thoughts can make me feel better.</li> <li>- make good choices and consider the impact of my decisions.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Growing older; naming body parts; moving class or year:</b></p> <ul style="list-style-type: none"> <li>- use scientific names for parts of the body (male, female, private parts, penis, testicles, vulva, vagina) and name some of the differences between girls' bodies and boys' bodies.</li> <li>- understand how to respect my own and other people's bodies.</li> <li>- talk about my family and others' families.</li> <li>- describe how I will change as I get older.</li> <li>- discuss how change and loss make me feel.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: Safety in different environments; risk and safety at home emergencies:</b></p> <ul style="list-style-type: none"> <li>- know how to stay safe and who can help if I feel unsafe.</li> <li>- know how to stay safe at home.</li> <li>- know how to stay safe when I am out and about.</li> <li>- keep myself safe in different situations with people I don't know.</li> <li>- know what I can share and what I should keep private to keep myself and others safe (inc. online safety).</li> <li>- know who to go to if I need help.</li> </ul>



# St Patrick's Catholic Voluntary Academy

## PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

<b>By the end of Y3, children can:</b>	<b>Working at ARE</b>
	<p><b>Relationships - Families and Friends: What makes a family; features of family life:</b></p> <ul style="list-style-type: none"> <li>- explain the importance of respecting my VIPs.</li> <li>- explain how to make and keep fabulous friends.</li> <li>- identify my own support network.</li> <li>- demonstrate strategies for resolving conflicts.</li> <li>- identify what bullying is.</li> <li>- know what to do if someone is being bullied.</li> </ul>
	<p><b>Relationships – Safe Relationships: Personal boundaries; safely responding to others; the impact of hurtful behaviour:</b></p> <ul style="list-style-type: none"> <li>- identify my own support network.</li> <li>- identify what bullying is.</li> <li>- know what to do if someone is being bullied.</li> <li>- know how to stay safe when communicating online and what to do if I don't feel safe.</li> <li>- identify things we shouldn't share online and give reasons why we shouldn't share them.</li> <li>- understand how technology can affect our well being in different ways.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.</b></p> <ul style="list-style-type: none"> <li>- say the things about myself that I am proud of.</li> <li>- explain how and why we should work well as a team.</li> <li>- describe how my actions and behaviours affect my team.</li> <li>- describe why disputes might happen and strategies to resolve them.</li> <li>- talk about changes and how they might make me feel.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community: The value of rules and laws, rights, freedoms and responsibilities:</b></p> <ul style="list-style-type: none"> <li>- describe what it is like to live in the British Isles.</li> <li>- talk about what democracy is and understand why it is important.</li> <li>- talk about what rules and laws are and identify how they help us.</li> <li>- talk about what liberty means and identify the rights of British people.</li> <li>- describe a diverse society and talk about why it is important.</li> <li>- explain what being British means to me and what being British means to others.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience: How the Internet is used, assessing information online:</b></p> <ul style="list-style-type: none"> <li>- identify the positives and negatives of being online.</li> <li>- be kind online and can help make the internet a safer place.</li> <li>- know how to stay safe when communicating online and what to do if they do not feel safe.</li> <li>- decide how reliable online information is and know how to share information responsibly online.</li> <li>- identify things we should not share online and give reasons why we should not share them</li> </ul>
	<p><b>Living in the Wider World - Money and Work: Different jobs and skills; job stereotypes; setting personal goals:</b></p> <ul style="list-style-type: none"> <li>- identify achievements and suggest how my actions can help me to achieve.</li> <li>- identify personal goals and suggest actions that I can take to achieve them.</li> <li>- identify the skills and attributes needed to do certain jobs.</li> <li>- understand that we should all have equal opportunities to follow our career ambitions.</li> <li>- discuss what job I might like to do when I grow up and what skills I will need to achieve this.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing: Health choices and habits; what affects feelings; expressing feelings:</b></p> <ul style="list-style-type: none"> <li>- know how to keep my body and mind healthy.</li> <li>- know why it is important to get enough sleep.</li> <li>- know how to make better choices and choose healthy habits.</li> <li>- describe the feels that some people experience as they grow up.</li> <li>- understand that there are many different types of relationships and families.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Personal strengths and achievements; managing and reframing setbacks:</b></p> <ul style="list-style-type: none"> <li>- recognise and manage positive and negative thoughts effectively.</li> <li>- understand that some changes can be difficult but there are things we can do to cope.</li> <li>- use mindfulness techniques to keep calm.</li> <li>- identify uncomfortable emotions and manage them effectively.</li> <li>- apply a positive attitude towards learning and take on new challenges.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: Risks and hazards; safety in the local environment and unfamiliar places:</b></p> <ul style="list-style-type: none"> <li>- be responsible for making good choices to stay safe and healthy.</li> <li>- identify a risky situation and act responsibly.</li> <li>- understand that I can choose not to do something that makes me feel uncomfortable.</li> <li>- know how to stay safe when out and about.</li> </ul>



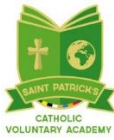
# St Patrick's Catholic Voluntary Academy

## PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

By the end of Y4, children can:	<b>Working at ARE</b>
	<p><b>Relationships - Families and Friends: Positive friendships, including online.</b></p> <ul style="list-style-type: none"> <li>- explain how to make and keep fabulous friends.</li> <li>- pay attention to and respond considerately to others.</li> <li>- identify the feelings I have and describe how different emotions feel.</li> <li>- know how to be assertive.</li> <li>- identify my own support network.</li> <li>- understand how technology can affect our wellbeing in different ways.</li> </ul>
	<p><b>Relationships – Safe Relationships: Responding to hurtful behaviour, managing confidentiality; recognising risks online.</b></p> <ul style="list-style-type: none"> <li>- be kind online and I can help make the internet a safer place.</li> <li>- know how to stay safe when communicating online and what to do if I don't feel safe.</li> <li>- identify things we shouldn't share online and give reasons why we shouldn't share them.</li> <li>- identify my own support network.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others:</b></p> <p><b>Respecting differences and similarities; discussing differences sensitively:</b></p> <ul style="list-style-type: none"> <li>- say the things about myself that I am proud of.</li> <li>- talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</li> <li>- explain what a community is and what it means to belong to one.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community:</b></p> <p><b>The values of rules and laws; rights, freedoms and responsibilities:</b></p> <ul style="list-style-type: none"> <li>- describe what it is like to live in the British Isles.</li> <li>- recognise how my actions affect people living in different countries and can identify things I can do to make the world a fairer place.</li> <li>- explain what climate change is and how it affects peoples' lives, identifying what I can do to help.</li> <li>- identify different organisations, which help people in different countries who are in challenging situations and explain how they do this.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience: How data is shared and used:</b></p> <ul style="list-style-type: none"> <li>- identify the positives and negatives of being online.</li> <li>- decide how reliable online information is and know how to share information responsibly online.</li> <li>- identify things we shouldn't share online and give reasons why we shouldn't share them.</li> <li>- understand how technology can affect our wellbeing in different ways.</li> </ul>
	<p><b>Living in the Wider World - Money and Work: Making decisions about money; using and keeping money safe:</b></p> <ul style="list-style-type: none"> <li>- explain what skills are needed for a range of jobs and why people go to work.</li> <li>- explain the different ways people pay for things.</li> <li>- discuss financial risk and borrowing and explain some consequences of this.</li> <li>- explain choices we have about spending money.</li> <li>- explain how adverts try to influence our spending and why they do this.</li> <li>- explain ways I can keep track of what I spend and why it is important to do this.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing:</b></p> <p><b>Maintaining a balanced lifestyle; oral hygiene and dental care</b></p> <ul style="list-style-type: none"> <li>- know how to keep my body healthy.</li> <li>- know why it is important to get enough sleep.</li> <li>- understand the importance of hygiene and what to do if I feel unwell.</li> <li>- know how to take medicine safely and keep safe around drugs.</li> <li>- know how to make better choices and choose healthy habits.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty:</b></p> <ul style="list-style-type: none"> <li>- describe how boys' bodies will change as they go through puberty.</li> <li>- describe how girls' bodies will change as they go through puberty.</li> <li>- describe the feels that some people experience as they grow up.</li> <li>- understand that there are many different types of relationships and families.</li> <li>- recognise that there are many different types of families, who share the same characteristics which create a family.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: Medicines and household products; drugs common to everyday life:</b></p> <ul style="list-style-type: none"> <li>- choose what happens to my body and I can get help with any concerns.</li> <li>- understand the importance of hygiene and what to do if I feel unwell.</li> <li>- know how to take medicine safely and keep safe around drugs.</li> <li>- know how to stay safe when out and about.</li> <li>- know about dangerous substances and how they affect the human body.</li> <li>- explore and consider how to manage risk when I am out and about.</li> </ul>



# St Patrick's Catholic Voluntary Academy

## PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

By the end of Y5, children can:	Working at ARE
	<p><b>Relationships - Families and Friends: Managing friendships and peer influence:</b></p> <ul style="list-style-type: none"> <li>- know that my body belongs to me and that I have control over what happens to it.</li> <li>- understand the concept and impact of positive thinking.</li> <li>- recognise and manage uncomfortable feelings.</li> <li>- understand that people have different opinions and that should be respected.</li> <li>- identify negative influences on my behaviour and suggest ways that I can resist these influences.</li> <li>- recognise health and unhealthy relationships.</li> </ul>
	<p><b>Relationships – Safe Relationships: Physical contact and feeling safe:</b></p> <ul style="list-style-type: none"> <li>- explain how people who love and care for each other should treat each other.</li> <li>- identify negative influences on my behaviour and suggest ways that I can resist these influences.</li> <li>- know that my body belongs to me and that I have control over what happens to it.</li> <li>- understand the harmful effects of using drugs, including alcohol and tobacco.</li> <li>- identify and manage pressure to get involved in risky situations.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others: Responding respectfully to a wide range of people; recognising prejudice and discrimination:</b></p> <ul style="list-style-type: none"> <li>- accept that people have different opinions and know that I can politely disagree with others and offer my own opinion.</li> <li>- identify hurtful behaviour and suggest ways I can help.</li> <li>- explain why everyone is unique and that this should be respected and celebrated.</li> <li>- identify different ways to calm down when I am feeling angry or upset.</li> <li>- understand that people have different opinions that should be respected.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community: Protecting the environment; compassion towards others:</b></p> <ul style="list-style-type: none"> <li>- talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</li> <li>- explain what a community is and what it means to belong to one.</li> <li>- explain why and how laws are made and identify what might happen if laws are broken.</li> <li>- discuss the terms democracy and human rights in relation to national government.</li> <li>- investigate what charities, voluntary groups do, and how they support the community.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience: How information online is targeted; different media types, their role and impact:</b></p> <ul style="list-style-type: none"> <li>- identify the benefits of the Internet and know how to look after my digital wellbeing.</li> <li>- know how to stay safe, healthy and happy online and when I use digital technology.</li> <li>- know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</li> <li>- know how to use social media responsibly to protect the health, wellbeing and rights of all.</li> <li>- understand not all information online is true and know how to assess the reliability of both text and images.</li> </ul>
	<p><b>Living in the Wider World - Money and Work: Identifying job interests and aspirations; what influences career choices; workplace stereotypes:</b></p> <ul style="list-style-type: none"> <li>- understand how people learn new things and achieve certain goals.</li> <li>- understand that a helpful attitude towards learning can help us succeed in life.</li> <li>- identify opportunities that may become available to me in the future and I am aware of how to make the most of them.</li> <li>- understand that gender, race and social class do not determine what jobs people can do.</li> <li>- understand there are a variety of routes into different jobs, which may match my skills and interests.</li> <li>- discuss my goals for the future and the steps I need to take to achieve them.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing:</b></p> <p><b>Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies:</b></p> <ul style="list-style-type: none"> <li>- be clear that my body belongs to me and that I have control over what happens to it.</li> <li>- understand and explain to others why getting enough exercise and enough sleep is important.</li> <li>- understand and explain to others how to take care of my body.</li> <li>- understand the harmful effects of using drugs, including alcohol and tobacco.</li> <li>- explain what a positive body image is.</li> <li>- can make informed choices in order to look after my physical and mental health.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Personal identity, recognising individuality&amp;different qualities; mental wellbeing:</b></p> <ul style="list-style-type: none"> <li>- understand the link between thoughts, feelings and behaviours.</li> <li>- understand the concept and impact of positive thinking.</li> <li>- recognise that many things effect the way we feel about ourselves and I understand that there is no such thing as an ideal body.</li> <li>- explain to others what a positive body image is.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: Keeping safe in different situations, including in responding in emergencies, first aid &amp; FGM:</b></p> <ul style="list-style-type: none"> <li>- understand that my body belongs to me and that I have control over what happens to it.</li> <li>- keep myself safe using what I have learnt and know.</li> <li>- act sensibly and responsibly in an emergency.</li> <li>- identify hazards and reduce risks to keep myself and others safe at home.</li> <li>- explain to others how to stay safe in different outdoor environments.</li> </ul>



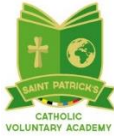
# St Patrick's Catholic Voluntary Academy

## PSHE Content Subject Organiser and End Points:



(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).

<b>By the end of Y6, children can:</b>	<b>Working at ARE</b>
	<p><b>Relationships - Families and Friends: Attraction to others; romantic relationships; civil partnerships and marriage:</b></p> <ul style="list-style-type: none"> <li>- describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</li> <li>- describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</li> <li>- recognise that many things affect the way we feel about ourselves and that there is no such thing as an ideal kind of body.</li> <li>- understand what a loving relationship is and that there are many types of relationships.</li> <li>- describe the process of human reproduction, from conception to birth.</li> </ul>
	<p><b>Relationships – Safe Relationships: Recognising and managing pressure; consent in different situations:</b></p> <ul style="list-style-type: none"> <li>- clearly talk about how my body belongs to me and that I have control over what happens to it.</li> <li>- identify negative influences on my behaviour and suggest ways I can resist these.</li> <li>- confidently identify and manage pressure to get involved in risky situations.</li> <li>- identify the positives and negatives of being online.</li> <li>- be kind online and I can help make the Internet a safer place.</li> <li>- know how to stay safe when communicating online and what to do if I don't feel safe.</li> </ul>
	<p><b>Relationships – Respecting ourselves and others: Expressing opinions and respecting others points of view, including discussing topical issues:</b></p> <ul style="list-style-type: none"> <li>- talk about the attributes of a good team.</li> <li>- accept that people have different opinions and know that I can disagree and offer my own opinion.</li> <li>- identify different ways to calm down when I am feeling angry or upset.</li> <li>- identify hurtful behaviour and suggest ways I can help.</li> <li>- understand the importance of making good choices.</li> </ul>
	<p><b>Living in the Wider World - Belonging to a Community: Valuing diversity; challenging discrimination and stereotypes:</b></p> <ul style="list-style-type: none"> <li>- talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people.</li> <li>- explain what a community is and what it means to belong to one.</li> <li>- explain why and how laws are made and what might happen if laws are broken.</li> <li>- discuss the terms democracy and human rights in relation to local government.</li> <li>- discuss the terms democracy and human rights in relation to national government.</li> <li>- investigate what charities, voluntary groups do, and how they support the community.</li> </ul>
	<p><b>Living in the Wider World - Media Literacy and Digital Resilience: Evaluating media sources; sharing things online:</b></p> <ul style="list-style-type: none"> <li>- take responsibility for my own safety.</li> <li>- identify the benefits of the Internet and know how to look after my digital wellbeing.</li> <li>- stay safe online and when I use digital technology.</li> <li>- know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.</li> <li>- understand not all information online is true and know how to assess the reliability of both text and images.</li> <li>- use social media responsibly to protect the health, wellbeing and rights of all.</li> </ul>
	<p><b>Living in the Wider World - Money and Work: Influences and attitudes to money; money and financial risks:</b></p> <ul style="list-style-type: none"> <li>- explain some financial risks we might encounter and discuss how we can avoid them.</li> <li>- understand how retailers try to influence our spending.</li> <li>- discuss choices we have when we spend our money.</li> <li>- explain why we need to budget and how to make one.</li> <li>- discuss reasons and consequences of borrowing money.</li> <li>- explain the impact spending has on our environment.</li> </ul>
	<p><b>Health and Wellbeing – Physical Health and Mental Wellbeing: What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online:</b></p> <ul style="list-style-type: none"> <li>- act sensibly and responsibly in an emergency.</li> <li>- understand the link between thoughts, feelings and behaviours.</li> <li>- understand the concept and impact of positive thinking.</li> <li>- recognise and manage uncomfortable feelings with help.</li> <li>- understand the importance of making good choices.</li> <li>- use mindfulness techniques in my everyday life.</li> </ul>
	<p><b>Health and Wellbeing – Growing and Changing: Physical and emotional changes in puberty, human reproduction, independence; managing transition:</b></p> <ul style="list-style-type: none"> <li>- describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</li> <li>- describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</li> <li>- recognise many things affect the way we feel ... and I understand that there is no ideal body.</li> <li>- understand what a loving relationship is and that there are many types of relationships.</li> <li>- describe the process of human reproduction, from conception to birth.</li> </ul>
	<p><b>Health and Wellbeing – Keeping Safe: Keeping personal info safe; regulations &amp; choices; drug use &amp; the law; drug use &amp; the media:</b></p> <ul style="list-style-type: none"> <li>- take responsibility for my own safety.</li> <li>- understand how to take care of my body.</li> <li>- understand the harmful effects of using drugs, including alcohol and tobacco.</li> <li>- make informed choices in order to look after my physical and mental health.</li> </ul>



**St Patrick's Catholic Voluntary Academy**  
**PSHE Content Subject Organiser and End Points:**

**(Based on the PSHE Association Thematic Builder Programme, adapted lesson by lesson for our children at St. Patrick's Catholic Voluntary Academy).**

