

YEAR N Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 1 Religious Understanding	AUTUMN	<p>Handmade With Love (5x15 mins)</p> <ul style="list-style-type: none"> -We are created individually by God as part of His creation plan - We are all God’s children and are special - Our bodies were created by God and are good - We can give thanks to God! <p>Over five days, children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love.</p> <p>Each day the structure is the same, a first read of the day’s story, creative exploration of it and then a ‘performance’ of the whole story from the beginning. See further notes in ‘Preparation’ about this.</p>	
Module 2 Created to Love Others Unit 1 Religious Understanding	AUTUMN	<p>1 Role Model (2 x 15 mins)</p> <ul style="list-style-type: none"> -We are part of God’s family -Jesus cared for others and wanted them to live good lives like him -We should love other people in the same way God loves us <p>The first part of this session helps children to understand why the Bible is so special to Christians and the second helps children to act out the Gospel account of Jesus washing His disciples’ feet, showing that He loves us and is a role model for us to copy in loving one another. For Day Two, you might want children to do the foot washing activity in smaller groups. See Extended Activities to extend and consolidate learning.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>1 Who’s Who?</p> <ul style="list-style-type: none"> -To identify special people (e.g. parents, carers, friends) and what makes them special -The importance of the nuclear family and of the wider family -The importance of being close to and trusting of ‘special people’ and telling them if something is troubling them <p>This session helps children learn and apply names to different family relationships, as well as discussing ‘special people’ who they can trust. Teachers can choose in this session whether to play videos of an animated character who drives the session, or use the appendix script to deliver the content ‘in role’. See Extended Activities to extend and consolidate learning.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>2 You’ve Got a Friend in Me</p> <ul style="list-style-type: none"> -How their behaviour affects other people and that there is appropriate and inappropriate behaviour -The characteristics of positive and negative relationships -About different types of teasing and that all bullying is wrong and unacceptable <p>Through role play and story, this session discusses friendships with peers and the different qualities of a positive/negative relationships. Children will expand their vocabulary around this topic and learn to look to Jesus as a role model for being a good friend. See Extended Activities to extend and consolidate learning.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>3 Forever Friends</p> <ul style="list-style-type: none"> -To recognise when they have been unkind to others and say sorry. -That when we are unkind, we hurt God and should say sorry. -To recognise when people are being unkind to them and others and how to respond. -That we should forgive like Jesus forgives. <p>Through a story about Freddy Teddy struggling to share at a picnic with his friends, this session helps children consider how to resolve conflict in friendships through saying sorry and asking for/receiving forgiveness. Children will learn that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others. See Extended Activities to extend and consolidate learning.</p>	

Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>1 Safe Inside and Out</p> <ul style="list-style-type: none"> -About safe and unsafe situations indoors and outdoors, including online. -That they can ask for help from their special people. <p>Through an interactive story where children have to help Freddy Teddy stay safe in various situations, children will explore different ways they can stay safe outside, inside and inside themselves too. All this is underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe. See Extended Activities to extend and consolidate learning.</p>	Links to safety & abuse
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>2 My Body, My Rules</p> <ul style="list-style-type: none"> -To know they are entitled to bodily privacy -That they can and should be open with 'special people' they trust if anything troubles them -That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest <p>This session introduces children to the idea of bodily privacy (including the NSPCC PANTS message that 'privates are privates') and the importance of talking to their 'special people' if anything troubles them. This is all underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe. See Extended Activities to extend and consolidate learning.</p>	Links to safety & abuse
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>4 People Who Help Us</p> <ul style="list-style-type: none"> -There are lots of jobs designed to help us. -Paramedics help us in a medical emergency. -First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance <p>This session ties in with the EYFS 'People Who Help Us' topic, enabling pupils to identify those who help us in an emergency, including police, firefighters and paramedics. Children will learn what an emergency is and discuss which emergency service they might need in specific scenarios. Children will also discuss the principle of emergency and non-emergency First Aid. This teaching is underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out and care for one another and the bodies we have been given. See Extended Activities to extend and consolidate learning.</p>	Links to Healthy Me: First Aid
Module 2 Created to Love Others Unit 3 Keeping Safe	SUMMER	<p>3 Feeling Poorly</p> <ul style="list-style-type: none"> -Medicines should only be taken when a parent or doctor gives them to us. -Medicines are not sweets. -We should always try to look after our bodies because God created them and gifted them to us. <p>In this session, pupils will be introduced to the idea of medicines as drugs and learn how to be safe around them. Children will draw on their own experiences of feeling poorly and taking medicines, as well as input from an animated expert, Dr Datfa. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of. It is important to be mindful in this session of any pupils who may have experienced serious illness, either themselves or a loved one. See Extended Activities to extend and consolidate learning.</p>	Link to Drugs Education CGP resources instead / alongside
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>1 God is Love</p> <ul style="list-style-type: none"> -That God is love: Father, Son and Holy Spirit -That being made in His image means being called to be loved and to love others <p>This session introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another too. See Extended Activities to extend and consolidate learning.</p>	
Module 3 Created to Live in Community	SUMMER	<p>2 Loving God, Loving Others</p> <ul style="list-style-type: none"> -What a community is, and that God calls us to live in community with one another -Some Scripture illustrating the importance of living in a community -No matter how small our offerings, they are valuable to God and He can use them for His glory. 	

Unit 1 Religious Understanding		<p>Building on the previous session, where children learned that we are made to love others just like God love us, this session helps children consider their wider communities. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.</p> <p>See Extended Activities to extend and consolidate learning.</p>	
<p>Module 3 Created to Live in Community Unit 2 Living in the Wider World</p>	SUMMER	<p>1 Me, You, Us</p> <ul style="list-style-type: none"> -That they belong to various communities, such as home, school, parish, the wider local area, nation and the global community -That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen, etc. -That we have a duty of care for others and for the world we live in (charity work, recycling, etc.) - what harms and what improves the world in which they live <p>Extending their understanding of communities from Unit 1, this session helps children to understand the responsibilities they have to people, places and the planet now and increasingly as they get older.</p> <p>See Extended Activities to extend and consolidate learning.</p>	

YEAR R Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	1 I Like You, We All Like! -That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) -That it is natural for us to relate to and trust one another This session builds on themes of similarities and differences from Unit 2 by helping children consider what likes and dislikes they have in common. Children will also participate in a story in which Mollie the Cat feels bad because she doesn't like catching mice, but comes to a place of self-acceptance with the help of her friends. See Extended Activities to extend and consolidate learning.	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	2 All the Feelings -A language to describe their feelings -An understanding that everyone experiences feelings, both good and bad -Simple strategies for managing feelings Using pictures and short stories of Freddy Teddy and his friends experiencing different feelings, children will discuss how they are feeling, what feelings can look like and why they might be feeling them. They will also work on empathy and understanding of others, and how to help. See Extended Activities to extend and consolidate learning.	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	3 Let's Get Real -Simple strategies for managing emotions and behaviour -That we have choices and these choices can impact how we feel and respond. -We can say sorry and forgive like Jesus This session moves away from Freddy Teddy and friends and looks at a real life example of a challenging situation like pupils may face. Children will engage creatively with this story, learning that actions have consequences; that when we make mistakes, we should say sorry and ask for forgiveness. This will lead into a basic exploration of of Jesus' forgiveness for us. See Extended Activities to extend and consolidate learning.	Links to Mental Well Being
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	1 I am Me -We are each unique, with individual gifts, talents and skills. -Whilst we all have similarities because we are made in God's image, difference is part of God's plan! This session helps children learn that they are uniquely created by God and special because they are made and loved by Him. As children explore in more detail their uniqueness and what that means in real terms, this session aims to celebrate difference as well as individual gifts, talents and abilities. See Extended Activities to extend and consolidate learning.	
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	2 Heads, Shoulders, Knees & Toes -That their bodies are good and made by God -The names of the parts of the body (not genitalia) You might like to start this session in the hall, as the first part of this session requires children moving around and exploring the movements their bodies can make by taking part in a story where Freddy Teddy and Mollie the Cat take a morning walk. The rest of the session helps children realise how wonderful their unique, God-given bodies are. The session also briefly discusses, in an age-appropriate way, that privates are private. See Extended Activities to extend and consolidate learning.	Links to safety & abuse
Module 1 Created & Loved by God	SPRING	3 Ready Teddy? -That our bodies are good and we need to look after them -What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene With the ultimate aim of looking after our God-given bodies, this interactive session involves children helping Freddy Teddy to make good, healthy lifestyle decisions, including about exercise, diet, sleep and personal hygiene. Note that this session is not exhaustive and these	Links to Healthy Me

Unit 2 Me, My Body, My Health		topics will need to be revisited multiple times for children to really grasp them; rather, this session offers spiritual reasoning for why we should look after our bodies, and consolidates on the good practice being taught in schools. See Extended Activities to extend and consolidate learning.	
Module 2 Created to Love Others Unit 3 Life Online	SPRING	1 What is the internet? -That the internet connects us to others -That the internet helps us in lots of ways -Only Jesus can help us with everything Through a story about Freddy Teddy learning to use a new device, this session will serve as an introduction to the internet and how we use it – in ways that can be both positive and negative.	Links to Safer Internet Day
Module 2 Created to Love Others Unit 3 Life Online	SPRING	2 Playing Online Building on learning from lesson on What is the Internet, this session will help children learn some basic rules to help them stay safe online. -About safe and unsafe situations online -That they can ask for help from their special people	Safer Internet Day
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	1 Growing Up -That there are natural life stages from birth to death, and what these are This session helps children explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage. See Extended Activities to extend and consolidate learning.	
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	2New People, New Places (1 lesson +4 shorts) Change is a part of growing up Their experiences of change will help their transition to Y1 God is with them every step of the way as they grow and change The session builds on learning from the previous session 'Growing Up' and focusses on feelings about changes and new experiences. Children will recall their memories and feelings about their first days at school and notice how those feelings changed as they grew more familiar with their new environment. As they begin to prepare for their transition into Year 1, children will learn that change is a part of growing up and that they can feel safe and secure in the knowledge that God's love for them never changes.	
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	2When I grow up (1 lesson +4 shorts) About some different types of jobs That having a job can help us to look after each other & the world That God has given us all strengths, gifts and talents to do His work About strengths and interests needed to do different jobs This session builds on learning about different jobs in the community from previous EY lesson 'People Who Help Us by broadening pupil's understanding of jobs and work. Pupils will identify different types of jobs and through a story where Billy Bird explains his daily work, they will learn how work can contribute to a sense of fulfilment. With thanksgiving to God, children will identify some of their strengths, gifts & talents.	Economic education – money & careers
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	3Money Doesn't Grow on Trees (1 lesson +4 shorts) That money helps us buy things. That wants and needs are different. That God's love and the love we share with others is freely given and our most important need. Following on from the 'When I grow up' lesson which explored jobs and work, this session introduces the concept of money and through a story about Mollie the Cat longing for new tap shoes, introduces the difference between 'needs' and 'wants'. Children learn that God's love and the love we share with others is the most valuable thing and our most important need.	Economic education – money & careers

YEAR 1 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 2 Created to Love Others Unit 1 Religious Understanding	AUTUMN	<p>1 God Loves You</p> <ul style="list-style-type: none"> -We are part of God’s family; -Saying sorry is important and can mend friendships; -Jesus cared for others and had expectations of them and how they should act; -We should love other people in the same way God loves us. <p>This session tells the story of The Prodigal Son to show that God loves us, and nothing we can do will stop Him from loving us. Children will listen to an adapted version of the Prodigal Son story and participate in activities and discussions to help them apply this story to their own lives.</p> <p>NB. This parable describes what God is like through the incredibly loving, forgiving Father in the story. Be aware that some children might struggle with making this comparison if their own family set ups are difficult. Ensure children know the importance of speaking out if anything about their family is upsetting them.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>1 Special People</p> <ul style="list-style-type: none"> -To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special; -The importance of nuclear and wider family; -The importance of being close to and trusting special people and telling them if something is troubling them. <p>This session will help children to identify the ‘special people’ in their lives and what it is that makes them special.</p> <p>Through exploring Super Susie’s network of special people – her Super Special Squad – children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them.</p> <p>Children will be given opportunities to reflect on their own network of special people and to remember that God is their most special relationship of all.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>2 Treat Others Well ...</p> <ul style="list-style-type: none"> -How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; -The characteristics of positive and negative relationships; -Different types of teasing and that all bullying is wrong and unacceptable. <p>Building on the session ‘Feeling Inside Out’ in Module 1 where children learnt that their feelings and actions are different things, this session investigates how their behaviour can affect other people.</p> <p>Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>3 ... And Say Sorry</p> <ul style="list-style-type: none"> -To recognise when they have been unkind and say sorry; -To recognise when people are being unkind to them and others and how to respond; -To know that when we are unkind to others, we hurt God also and should say sorry to him as well; -To know that we should forgive like Jesus forgives. <p>Children will watch interviews with the characters in film from the last session to see how they felt about what had happened, and the significance of saying sorry.</p> <p>Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.</p>	
Module 2 Created to Love Others	SPRING	<p>2 Good Secrets & Bad Secrets</p> <ul style="list-style-type: none"> -The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them; 	Links to safety & abuse

Unit 3 Keeping Safe		<p>-How to resist pressure when feeling unsafe.</p> <p>In this session, children will learn the difference between good secrets that are safe to keep, and bad secrets that are unsafe to keep. They will help Super Susie to decide whether some secrets she is asked to keep are good or bad, and what to do about it. Through activities and teaching, children will learn how to resist pressure when feeling unsafe.</p>	
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>1 Physical Contact (1 or 2 lessons)</p> <p>-To know that they are entitled to bodily privacy;</p> <p>-That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest.</p> <p>This session incorporates (with kind permission) the PANTS resources from the NSPCC that teach children: Privates are private. Always remember your body belongs to you. No means no. Talk about secrets that upset you. Speak up, someone can help. This is framed in the core belief that our bodies are made by God and given to us as wonderful gifts that deserve our and others respect.</p>	Links to safety & abuse
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>1 Can you help me? Part 1</p> <p>-About what is and isn't an emergency</p> <p>-That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</p> <p>Underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out for and care for one another, this session explores what makes a situation a 999 emergency through animated teaching, role play and discussions. NB Be mindful of pupils with negative experiences of emergencies.</p>	Links to Healthy Me: First Aid
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>2 Can you help me? Part 2</p> <p>-To call 999 in an emergency and ask for ambulance, police &/or fire brigade</p> <p>-That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999</p> <p>-Some basic principles of First Aid</p> <p>Underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out for and care for one another, this session explores principles of basic First Aid through animated teaching, role play and discussions. NB Be mindful of pupils with negative experiences of emergencies.</p>	Links to Healthy Me: First Aid
Module 2 Created to Love Others Unit 3 Keeping Safe	SUMMER	<p>3 Harmful Substances</p> <p>-Medicines are drugs, but not all drugs are good for us.</p> <p>-Alcohol and tobacco are harmful substances.</p> <p>-Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In this session, pupils will relate their prior knowledge of medicines and the need to be safe around them to new learning about harmful substances. Children will receive input from an animated expert, Dr Datfa, on the harm substances such as alcohol and tobacco can have on our bodies. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of. Be mindful in this session that many pupils will have family members that smoke/drink.</p>	Link to Drugs Education CGP resources instead / alongside
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>1 Three In One</p> <p>-That God is love: Father, Son and Holy Spirit</p> <p>-That being made in His image means being called to be loved and to love others</p> <p>At the heart of this session is a story about Lucy and her family, which you may wish to play during a carpet time session. Through the story, pupils will be introduced to the concept of the Trinity and think about what the Trinity means for them. This is a simple teaching that we will return to in more complexity in later years.</p>	
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>3 Who Is My Neighbour?</p> <p>-To know what a community is, and that God calls us to live in community with one another;</p> <p>-A scripture illustrating the importance of living in community as a consequence of this;</p> <p>-Jesus' teaching on who is my neighbour.</p> <p>Through the story of The Good Samaritan, children will learn who their neighbour is – everyone. They will have an opportunity to reflect on what this means for them and their communities.</p>	

<p>Module 3 Created to Live in Community Unit 2 Living in the Wider World</p>	<p>SUMMER</p>	<p>The Communities We Live In -That they belong to various communities such as home, school, parish, the wider local community, nation and global community; -That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; -That we have a duty of care for others and for the world we live in (charity work, recycling etc.); -About what harms and what improves the world in which we live. In this session, children will learn about the different communities that they are part of, local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it. Children will also learn that how they act can help or harm their communities.</p>	
<p>Module 3 Created to Live in Community Unit 2 Living in the Wider World</p>	<p>SUMMER</p>	<p>Who will I be? (1 lesson + 4 shorts) About some different types of jobs in the community About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls Work is a part of our purpose (vocation) God has given us all strengths, gifts and talents to do his work This session builds on previous EYFS learning by recognising jobs in the community and different types of work. Pupils will explore the skills, strengths and qualities needed for different jobs, & consider some of their own strengths and interests. They will explore simply the concepts of vocation with the assurance that God gives us all the gifts and strengths needed to answer His call to love Him and love others.</p>	<p>Economic education – money & careers</p>

YEAR 2 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 1 Religious Understanding	AUTUMN	<p>Let the Children Come (5x 10 mins)</p> <ul style="list-style-type: none"> -We are created individually by God -God wants us to talk to Him often through the day and treat Him as our best friend -God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness -We are created as a unity of body, mind and spirit: who we are matters and what we do matters -We can give thanks to God in different ways <p>Over five days, children will hear and experience the Gospel story of Jesus welcoming little children to Him in spite of others telling them to stay away. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love.</p>	
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>1 Feelings, likes and dislikes</p> <ul style="list-style-type: none"> -That it is natural for us to relate to and trust one another; -That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); -A language to describe our feelings. <p>In this session, children will watch a video where our two film presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people’s feelings might differ from theirs.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>2 Feelings: Inside Out</p> <ul style="list-style-type: none"> -Children will have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character. <p>In this session, our film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people’s feelings might differ from theirs.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>3 Super Susie Gets Angry</p> <ul style="list-style-type: none"> -Simple strategies for managing feelings and for good behaviour; -That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; -That Jesus died on the cross so that we would be forgiven. <p>Using the knowledge they gained over previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	<p>3&4 Clean & Healthy (2 lessons)</p> <ul style="list-style-type: none"> -Our bodies are good and we need to look after them; -What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; -The importance of sleep, rest and recreation for our health; -How to maintain personal hygiene. <p>This session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning “God Made Me, God Made You” and remember that their bodies are a special gift from God that they need to look after!</p>	Links to Healthy Me

		Teachers should feel free to ‘pick and mix’ these extension activities, noting that the film order shouldn’t be changed, but activities can be omitted, or saved until the end of each session as recap activities if preferred.	
Module 2 Created to Love Others Unit 3 Life Online	SPRING	<p>1 Real Life Online</p> <p>That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. That Jesus cares about our feelings and gives us peace</p> <p>Some people might consider life online to be ‘non-real’ – a virtual reality. However, this session will help children understand that just like we can feel joy and feel upset in the different places we go physically, we can feel joy and feel upset in the different places we go to digitally too. This session introduces the internet for KS1: how they use it, what they love, what they find difficult – and that we need to establish some rules to keep us safe.</p>	Links to Safer Internet Day
Module 2 Created to Love Others Unit 3 Life Online	SPRING	<p>2 Rules to Help Us</p> <p>Understand safe and unsafe situations, including online. Ask for adult help with anything that worries them or makes them feel unsafe.</p> <p>Following on from the session before ‘Real Life Online’, this session will help children to learn that being safe is not just about physical precautions but about feeling safe on the inside too. Through activities and the story of Smartie the Penguin, the children will learn to recognise safe and unsafe situations online, begin to develop an understanding that not everything presented to them online is true, and begin to develop good judgment around this.</p>	Links to Safer Internet Day
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SUMMER	<p>1 I Am Unique</p> <p>To learn that we are unique, with individual gifts, talents and skills.</p> <p>This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they’re all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special. They will start learning a song to reinforce learning; this song will be added to in each session of this Unit. The images on slides 3 and 5 are illustrations from our stand alone resource ‘Kester’s Adventures’, an allegorical story about a boy called Kester who discovers that he was handmade with a needle and thread by his maker Abraham. You might like to explore the KS1 part of this resource alongside this Module</p>	
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SUMMER	<p>1 Girls and Boys</p> <p>-Our bodies are good; -The names of the parts of our bodies -That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.</p> <p>This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels. There is also a section for discussing external body parts (genitalia).</p>	
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	<p>1 The Cycle of Life</p> <p>-Children will engage with discussion questions about the story -Children will be able to describe the stages of the human life cycle -Children will take part in activities about their own development</p> <p>This session can be split into two if preferred. It starts by referring back to the account of Jesus welcoming the little children used in Unit 1 of this Module, to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life! The session then moves to looking at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown.</p>	
Module 1 Created & Loved by God	SUMMER	<p>2 Beginnings and Endings</p> <p>-What death means -Some feelings often connected with grief</p>	

Unit 4 Life Cycles		<p>-What the Christian faith says about death and eternal life -Some ways to support themselves when they are grieving</p> <p>The previous session in this unit considered how God created us to follow the human cycle of life, and we are loved by Him at every stage. This session builds on this foundation by introducing the beginning and ending points of the human life cycle: birth and death, the latter of which is the main focus of the session.</p>	
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	<p>3Change is all around us (1 lesson + 4 shorts) Change is a part of life. Managing our feelings about change helps to prepare us for future changes God is with us as we change and grow</p> <p>The previous sessions in this unit explored the cycle of life including birth and death, the beginning and end points of our lifetime on earth. Underpinned by the Christian understanding that God created us to change and grow, this session focusses on other experiences of change and feelings about change, with a reminder that God is always with us. Children are encouraged to celebrate how they already have changed and grown and how their experiences help prepare them for changes to come, including the transition to their next class.</p>	Transition & Change
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	<p>2Needs and Wants (1 lesson +4 shorts) That money is valuable and is used as an exchange for needs and wants. That wants and needs are different About spending and saving choices That God’s love and the love we share with others is more valuable than anything.</p> <p>This session builds on previous learning about jobs and work in Year 1 ‘What Will I be’ to take a closer look at the importance of money. Pupils will explore the concept of ‘needs’ and ‘wants’ and consider some choices when deciding how to spend or save our money. Pupils will learn that money is something to be valued and taken care of but that money and things we have are not more important than love. God’s love and the love we share with others is more valuable than anything.</p>	Economic education – money & careers

YEAR 3 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 2 Created to Love Others Unit 1 Religious Understanding	AUTUMN	<p>Jesus My Friend Story Sessions (4x15 mins or 1 session)</p> <ul style="list-style-type: none"> -That God loves, embraces, guides, forgives and reconciles us with him and one another. -The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. -That relationships take time and effort to sustain. -We reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. <p>This session revisits Jesus' parable of The Prodigal Son; which children will have first heard a simplified version of the parable in Key Stage One. This parable shows that God loves us, and nothing we can do will stop Him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>1 Friends, Family & Others</p> <ul style="list-style-type: none"> -Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong; -That there are different types of relationships including those between acquaintances, friends, relatives and family; -That good friendship is when both persons enjoy each other's company and also want what is truly best for the other; -The difference between a group of friends and a 'clique'. <p>This session will help children to identify more complex relationships in their lives, including family, friends and other people; they will explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend, and learn some strategies to use when relationships become difficult.</p>	
Module 2 Created to Love Others Unit 4 Keeping Safe	AUTUMN	<p>4Rights & Responsibilities (1 lesson + 4 shorts)</p> <p>TO BE UPLOADED</p> <p>This session will identify legal rights, discuss scenarios where these are compromised, and offer an opportunity for pupils to consider how their own responsibilities relate to rights. The session will celebrate diversity and how we all play a part in the Body of Christ.</p>	Rights & Responsibilities
Module 2 Created to Love Others Unit 2 Personal Relationships	SPRING	<p>2 When Things Feel Bad</p> <ul style="list-style-type: none"> -Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying; -Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond. <p>In this session, children will discuss the nature and consequences of discrimination and teasing, and learn how to recognise bullying and abuse in all its forms. This session includes physical bullying and emotional online bullying. Children will take part in role-playing activities to consider how bullying affects people, and strategies to develop resilience and resist pressure.</p>	Links to safety & abuse
Module 2 Created to Love Others Unit 3 Keeping Safe	SPRING	<p>1 Sharing Online</p> <ul style="list-style-type: none"> -To recognise that their increasing independence brings increased responsibility to keep themselves and others safe; -How to use technology safely; -That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; -How to report and get help if they encounter inappropriate materials or messages. <p>Integrating the NSPCC Share Aware programme, this session introduces the digital world as one that children need to take steps to stay safe in, just like the real world. This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will learn steps they can use to keep themselves safe.</p>	Link to Internet Safety Day/ Autumn Internet focus
Module 2 Created to Love Others	SPRING	<p>2 Chatting Online (1 lesson +4 shorts)</p> <ul style="list-style-type: none"> -How to use technology safely; -That bad language and bad behaviour are inappropriate; -That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others; 	Link to Internet Safety Day/ Autumn Internet focus

Unit 3 Keeping Safe		<p>-How to report and get help if they encounter inappropriate materials or messages.</p> <p>Integrating the NSPCC Share Aware programme, this session continues discussing steps children need to take to stay safe online. This session focuses particularly on chatting and cyberbullying; it helps children to know how they can report and get help if they encounter inappropriate messages or material.</p>	
Module 2 Created to Love Others Unit 4 Keeping Safe	SPRING	<p>3 Safe In My Body (1 lesson + 4 shorts)</p> <p>-To judge well what kind of physical contact is acceptable or unacceptable and how to respond; -That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.</p> <p>This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Children will be introduced to the term ‘abuse’ and discuss different kinds of abuse, including sexual abuse, here referred to as ‘abuse of private parts’. Children will be asked to think of trusted adults that they can talk to about any issues they may face. NB. This session uses terminology previously discussed in Module 1, Unit 2: Me, My Body, My Health.</p>	Links to Mod 1 unit 2 & abuse
Module 2 Created to Love Others Unit 4 Keeping Safe	SPRING	<p>3First Aid Heroes</p> <p>-In an emergency, it is important to remain calm. -Quick reactions in an emergency can save a life. -Children can help in an emergency using their First Aid knowledge.</p> <p>In this session, pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. Pupils will role play some ‘Pride of Britain’ style scenarios in which children save lives, with Dr Datfa featuring as host. Children will learn that they don’t need to feel daunted, because God holds us up and gives us strength.</p>	Links to Healthy Me: First Aid
Module 2 Created to Love Others Unit 4 Keeping Safe	SUMMER	<p>2Drugs, Alcohol & Tobacco</p> <p>-Medicines are drugs, but not all drugs are good for us. -Alcohol and tobacco are harmful substances. -Our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>In this session, pupils will learn some key information and facts about drugs, alcohol and tobacco, with input from animated expert Dr Datfa. The teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God’s creation. Pupils will consider a range of scenarios in order to learn about making the right choices when it comes to substances.</p>	Link to Drugs Education CGP resources instead / alongside
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>1 Community of Love</p> <p>-God is Love as shown by the Trinity – a ‘communion of persons supporting each other in their self-giving relationship’ -The human family is to reflect the Holy Trinity in mutual charity and generosity</p> <p>At the heart of this session is a short film about Lucy and her family, who children have met before in KS1. After the film, children will apply Lucy’s story to their developing understanding of the community aspect of the Trinity and be encouraged to think about what the Trinity means for them and their communities.</p> <p>This session briefly discusses marriage and likens the love of a family to the love between the Trinity. Be sensitive around this topic, as some children might be adopted or have unmarried parents etc.</p>	
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>2 What is the Church?</p> <p>-The human family can reflect the Holy Trinity in charity and generosity. -The Church family comprises of home, school and parish (which is part of the diocese).</p> <p>In this session, children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. The charity ‘Together For The Common Good’ gives us some ideas about how to reflect the love of the Holy Trinity in our lives and as part of the Church family, the Body of Christ. ‘Together for the Common Good’ is a Christian charity that encourages ecumenical collaboration.</p>	
Module 3 Created to Live in Community	SUMMER	<p>1 How do I love others?</p> <p>-To know that God wants His Church to love and care for others. -To devise practical ways of loving and caring for others.</p>	

Unit 2 Living in the Wider World		This lesson explores how we can put love into action in the communities we live in. We look at how the Church has grown out of God's love for us and how it can be an example and a means of loving and caring for others.	
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	<p>2Working Together (1 lesson +4 shorts)</p> <p>Know that there are many different jobs and types of work</p> <p>Understand some of the factors that influence people's choice of work.</p> <p>Explore their own interests, skills and gifts in relation to their job aspirations.</p> <p>Know that God calls us to work together to share His love and care for each other and the world.</p> <p>This session builds on previous learning about jobs and work to consider why people do different jobs and the factors that influence job choices. Pupils will explore their own job aspirations and identify interests, skills and gifts that could influence their future decisions. Pupils will learn how nurturing our values can lead us to realise our God-given vocation to love and care for others, a calling that starts right now.</p>	Economic education – money & careers

YEAR 4 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 1 Religious Understanding	AUTUMN	<p>1 Get Up (5x15 mins)</p> <ul style="list-style-type: none"> -We are created individually by God who is Love, designed in His own image and likeness -God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) -Every human life is precious from the beginning of life (conception) to natural death -Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p>Over 5 days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.</p>	
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>1 What Am I Feeling?</p> <ul style="list-style-type: none"> -That emotions change as they grow up (including hormonal effects); -To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action; -What emotional well-being means; -Positive actions help emotional well-being (beauty, art, etc. lift the spirit); -Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). <p>This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved. Children will learn to examine their feelings, to try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good or bad guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>2 What Am I looking at?</p> <ul style="list-style-type: none"> -To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. <p>Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>3 I Am Thankful</p> <ul style="list-style-type: none"> -Some behaviour is wrong, unacceptable, unhealthy and risky; -Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media. <p>In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may lead us to act inappropriately, and so they will learn how to build resilience against those feelings by practising thankfulness. Children will be given an opportunity to be thankful for people and experiences in their lives.</p>	Links to Mental Well Being
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	<p>1 We Don't Have to Be the Same</p> <ul style="list-style-type: none"> -Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community; -Self-confidence arises from being loved by God (not status, etc). <p>This session introduces the animated characters of AJ, who will reappear throughout the Lower Key Stage Two scheme of work. Children in class will also role-play the characters of Sophie and Aidan who have questions and dilemmas for AJ. In this session, children help Sophie and Aidan learn that similarities and differences can be celebrated and can benefit a community through working together. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence.</p>	

Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	<p>2 Respecting Our Bodies</p> <p>-About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</p> <p>In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), we explore problems and solutions through roleplay and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.</p>	Links to Healthy Me
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SPRING	<p>2 Money Matters (1 lesson +4 shorts)</p> <p>All forms of money have advantages and disadvantages.</p> <p>Our attitude to money and choices about spending, saving and giving impacts on ourselves and others.</p> <p>Budgeting helps to keep track of spending and saving.</p> <p>Our faith guides our values and reminds us of the importance of love for God and others.</p> <p>This session reinforces previous learning about money and explains some practicalities of managing money including different payment methods, budgeting and keeping track of spending and how our choices can impact on our lives and the lives of others. Pupils will reflect on different attitudes towards money and how our faith guides and influences our values including our attitudes towards money and that love of God and our neighbour is more important than anything.</p>	Economic education – money & careers
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SUMMER	<p>2 What is Puberty?</p> <p>-Learn what the term puberty means;</p> <p>-Learn when they can expect puberty to take place;</p> <p>-Understand that puberty is part of God’s plan for our bodies.</p> <p>In this session, children will develop a base-level understanding of what puberty is and get a grasp on some of the terminology related to puberty, such as genitalia. This session is a precursor to the session which will follow called “Changing Bodies” which will look specifically at some of the changes that boys and girls will face when they enter puberty. Through the role-play drama and presenter-led video, children should come out of this session knowing that puberty is part of God’s plan for our bodies and that they can embrace the changes with confidence.</p>	
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SUMMER	<p>3 Changing Bodies</p> <p>-Learn correct naming of genitalia;</p> <p>-Learn what changes will happen to boys during puberty;</p> <p>-Learn what changes will happen to girls during puberty.</p> <p>In the previous session, the pupils looked at the word ‘puberty’ and learnt how puberty is part of God’s plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years.</p>	
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SUMMER	<p>5 Boy/Girl Discussion Groups (optional)</p> <p>This is not a classroom session. However, depending on the response of your children and the RSE Policy in your school, it may be appropriate to have an informal meeting with children in single-sex groups to allow for any discussions or questions that may have arisen through the previous sessions on puberty. This document provides some guidance on some prompt questions that you might find useful. These questions mirror questions that many boys and girls might ask themselves secretly, with the aim of providing a safe space for discussion about changes they will face throughout puberty and how these changes might make them feel. This informal session should empower young men and women about their own journeys, and sensitively address some of the worries they may feel. Alternatively, you could ask children to write down their own questions on slips of paper and put them in a bowl in the middle, for you to ‘lucky dip’ the questions. See resources from Childline on Puberty on Ten Ten Website.</p>	
Module 1 Created & Loved by God	SUMMER	<p>1 Life Cycles</p> <p>-That they were handmade by God with the help of their parents;</p> <p>-How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception;</p>	

Unit 4 Life Cycles		<p>-How conception and life in the womb fits into the cycle of life;</p> <p>In this session, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb. It is worth noting that sexual intercourse is not discussed in this session. The session will end with a thanksgiving meditation.</p> <p>NB Schools should ensure a letter has gone out to parents about this lesson so that they are prepared to handle any further questions at home.</p>	
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	<p>2 A Time For Everything</p> <p>-Understand what death means</p> <p>-Learn about some feelings often connected with grief</p> <p>-Know what the Christian faith says about death and eternal life</p> <p>-Explore some ways to support themselves and others when they are grieving</p> <p>The previous session in this unit explored birth and life before it; this session discussed death and life after it. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others</p>	
Module 1 Created & Loved by God Unit 4 Life Cycles	SUMMER	<p>4Big Changes, Little Changes (1 lesson + 4 shorts)</p> <p>Understand that change is a part of life and that there are different kinds of change.</p> <p>Learn about some feelings often associated with change.</p> <p>Know that God is always with us as we change and grow.</p> <p>Learn coping strategies to support themselves and others.</p> <p>Continuing from previous learning about change 'Change is All Around', in this session children will reflect on their experiences of change now they are older. Further discussion on feelings about big changes will feature, and children will learn some coping strategies and explore how to prepare for new changes, including relying on the constancy of God.</p>	Transition & Change

YEAR 5 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 1 Religious Understanding	AUTUMN	<p>Calming the Storm story sessions (5 x 15 mins)</p> <ul style="list-style-type: none"> -We were created individually by God who cares for us and wants us to put our faith in Him. -Physically becoming an adult is a natural phase of life. -Lots of changes will happen during puberty and sometimes it might feel confusing, but it is all part of God's great plan and the results will be worth it! <p>Over five days, children will hear and experience the Gospel story of Jesus calming the storm. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God who cares for us and wants us to put our faith in Him.</p> <p>These daily sessions contain teaching and time for spiritual, emotional learning which underpins the entire 'Life to the Full' programme, so proper time and space should be allowed for them.</p>	
Module 2 Created to Love Others Unit 1 Religious Understanding	AUTUMN	<p>1 Is God Calling You?</p> <ul style="list-style-type: none"> -To know that God calls us to love others. -To know ways in which we can participate in God's call to us. <p>A lesson looking at the nature of God's call to love others. The pupils look in detail and imaginatively at the story of Zacchaeus' conversion and explore ways in which they can hear God's call in their lives.</p>	
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>1 Under Pressure</p> <ul style="list-style-type: none"> -Pressure comes in different forms, and what those different forms are; -There are strategies that they can adopt to resist pressure. <p>The first step to coping with pressure is to identify the many guises it can take. In this session, children will learn about spoken and unspoken pressure that they might experience, particularly from their peers. Then, in small groups, children will rehearse role-play scenarios and present them to the class, so that children can identify different ways in which people can experience pressure, e.g. rejection, reasoning, put downs, looks etc, and they will learn about and discuss strategies to resist pressure.</p>	Links to Mental Well Being
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>2 Do you want a piece of cake?</p> <ul style="list-style-type: none"> -Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; -Apply this approach to personal friendships and relationships. <p>The previous session in this unit considered different ways in which children might feel pressured by those around them, particularly their peers. This session discusses the issue of consent and bodily autonomy, and it equips children with the ability and confidence to say 'no'. In a later session, Module 2, Unit 3, Session 3 Physical Abuse, we will explore the topic of abuse.</p>	Links to Mental Well Being
Module 2 Created to Love Others Unit 2 Personal Relationships	AUTUMN	<p>3 Self-Talk</p> <ul style="list-style-type: none"> -Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions; -Apply this approach to personal friendships and relationships. <p>So far in this unit, we have explored the pressures that children can feel from peers and adults, and how to cope with and resist these pressures. But some of the strongest pressures that young people can experience come from themselves, and these have a huge effect on how they relate to the world and the people around them.</p> <p>Building on the CBT exercise of Thoughts-Feelings-Actions which was introduced in the previous module*, this session applies the approach of 'self-talk' to consider how our thoughts and feelings not only impact on our well-being but also our friendships and relationships with others.</p>	Links to Mental Well Being
Module 2 Created to Love Others	SPRING	<p>1 Sharing Isn't Always Caring</p> <ul style="list-style-type: none"> -To recognise that their increasing independence brings increased responsibility to keep themselves and others safe. -How to use technology safely. 	Link to Internet Safety Day/

Unit 3 Life Online		<p>-That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others.</p> <p>-How to report and get help if they encounter inappropriate materials or messages.</p> <p>Continuing from the NSPCC resources used in LKS2, this session presents the digital world as one that children need to take steps to stay safe in, just like the real world.</p> <p>This session focuses children making safe and sensible decisions about what content to share or not share, including photos, passwords and other personal information. Children will discuss how this can be damaging and dangerous, and will rules to remember to keep themselves safe.</p>	Autumn Internet focus
Module 2 Created to Love Others Unit 3Life Online	SPRING	<p>2 Cyberbullying (1 lesson + 4 shorts)</p> <p>-What the term cyberbullying means and examples of it;</p> <p>-What cyberbullying feels like for the victim;</p> <p>-How to get help if they experience cyberbullying.</p> <p>Building on the NSPCC Share Aware programme which pupils covered in Lower Key Stage 2, this session investigates cyberbullying. It explores how children can chat safely, the impact cyberbullying can have, and what behaviour is acceptable and unacceptable online. Children will also learn how they can report and get help if they encounter inappropriate messages or material.</p>	Link to Internet Safety Day/ Autumn Internet focus
Module 2 Created to Love Others Unit 4 Keeping Safe	SPRING	<p>1Types of Abuse (1 lesson + 4 shorts)</p> <p>-To judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>-That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests.</p> <p>This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate. Children will be introduced to the term 'abuse' and discuss the different kinds of abuse, including sexual. Children will be asked to think of trusted adults that they can talk to about any issues they may face.</p> <p>Given the subject matter, the content of this lesson can be quite hard hitting, so depending on your class, you might like to pause after each section and give an opportunity for personal drawing or response writing. Alternatively, the Module 2 Activity Workbook follows the sequence of the lesson, so you could pause to allow children to fill out the workbook section by section as the lesson progresses.</p>	
Module 2 Created to Love Others Unit 4 Keeping Safe	SPRING	<p>4Giving Assistance</p> <p>-The recovery position can be used when a person is unconscious but breathing.</p> <p>-DR ABC is a primary survey to find out how to treat life-threatening conditions in order of importance.</p> <p>The animated Dr Datfa features to equip children with some basic First Aid knowledge, including the recovery position and DR ABC. This involves children practising/re-enacting scenarios, so you might want to clear tables and chairs or use the hall for this session. This is underpinned with the religious teaching that God created us to love Him and to love others, so we should look out for and care for one another.</p>	Links to Healthy Me: First Aid
Module 2 Created to Love Others Unit 4 Keeping Safe	SUMMER	<p>2Impacted Lifestyles (1 lesson + 4 shorts)</p> <p>-Understand the effect that a range of substances including drugs, tobacco and alcohol can have on the body.</p> <p>-Learn how to make good choices about substances that will have a positive impact on their health.</p> <p>-Know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>The first of two UKS2 sessions on drugs, alcohol and tobacco, pupils will build on their existing knowledge through learning facts and taking part in activities to demonstrate how using these substances can impact on people's lifestyles and inhibit the body's natural functioning. The teaching of this session is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation.</p>	Link to Drugs Education CGP resources instead / alongside
Module 2 Created to Love Others Unit 4 Keeping Safe	SUMMER	<p>3Making Good Choices</p> <p>-Recognise how they may come under pressure when it comes to drugs, alcohol and tobacco</p> <p>-Learn that they are entitled to say "no" for all sorts of reasons, but not least in order to protect their God-given bodies</p> <p>In this second UKS2 session on drugs, alcohol and tobacco, pupils will consider scenarios where people feel pressured to use them. Children will be encouraged to use their scientific knowledge and religious understanding to cope with pressured situations and make</p>	Link to Drugs Education CGP resources instead / alongside

		good choices. The teaching is underpinned with the religious understanding that consuming harmful substances is harmful to our bodies, and therefore God's creation.	
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>1 The Trinity</p> <p>-To know that God the Father, God the Son and God the Holy Spirit make up the three persons of the Trinity.</p> <p>-To know that the Holy Spirit works through us to bring God's love and goodness to others.</p> <p>In both KS1 and LKS2, children learnt about the Trinity through films about Lucy and her family. This session returns to Lucy for one last time, and helps pupils increase their understanding of the Holy Trinity using scripture activities and prayer. Children will also consider how they can allow the Holy Spirit to work through them to bring God's love into the world.</p>	
Module 3 Created to Live in Community Unit 1 Religious Understanding	SUMMER	<p>2 Catholic Social Teaching</p> <p>-The principles of Catholic Social Teaching.</p> <p>-That God formed them out of love, to know and share His love with others.</p> <p>This lesson introduces the idea of Catholic Social Teaching (CST). Through examples of God's love in action throughout Scripture, children will learn how God wants us to live in society with each other. They will learn the principles of CST, how we can apply these to daily life and how 'loving our neighbour' might mean acting in ways that affect global organisations as well as individuals.</p>	
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	<p>1 Reaching Out</p> <p>-Learn to apply the principles of Catholic Social Teaching to current issues.</p> <p>-Find ways in which they can spread God's love in their community.</p> <p>This lesson continues pupils' learning on Catholic Social Teaching (CST), recapping the principles and showing how they are relevant day to day. Children will look at current news stories, applying Catholic Social Teaching to analyse the issues and come up with ways of reaching out to others and spreading God's love in their communities.</p>	
Module 3 Created to Live in Community Unit 2 Living in the Wider World	SUMMER	<p>2The World of Work (1 lesson +4 shorts)</p> <p>Learn about the process of getting a job and consider factors that influence job choices.</p> <p>Understand how stereotyping can affect work aspirations & learn to challenge such attitudes.</p> <p>Consider jobs in different sectors, learning pathways to work and their own job aspirations.</p> <p>This session considers many aspects of the world of work including the process of getting and changing jobs, the factors that influence job choices, and the challenges of gender stereotyping and unemployment. Pupils will consider the benefits of work, some of the learning pathways to work and their own job aspirations. They will learn how personal values, attitudes and life skills contribute to our future and make us who we are – uniquely made and loved by God who calls us and has a plan for each one of us.</p>	Economic education – money & careers

YEAR 6 Session	Term	Lesson Outline	Links to other parts of PSHE Curriculum
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	AUTUMN	<p>1 Gifts and Talents</p> <p>-Similarities and differences between people arise as they grow and mature, and that by living and working together ('teamwork') we create community;</p> <p>-Self-confidence arises from being loved by God (not status, etc).</p> <p>In the first episode of the series "Paradise Street", we are introduced to the four main characters and see their similarities and differences. There is friction over competition and rivalry, with the characters learning that difference – whether physical or skills-based – should be celebrated as enriching to a community. One of the characters, Finn, discusses his feelings of insecurity with his Mum and she teaches him that his self-confidence should come from being loved by God.</p> <p>This session is the first in the Paradise Street series, so please ensure you have read the Module Overview on how to lead the 'Paradise Street' sessions.</p>	
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>1 Body Image</p> <p>-To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>-That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</p> <p>This film investigates some of the pressures pubescent young people can face from others, their own expectations and the media. Leyla feels pressure to look grown up after her Mum shares a photo of her on social media with a caption 'My Baby', and Finn feels weak and inadequate and so tries to build muscle too quickly. Through exploring these and other pressures that they may experience, children will develop ideas on how to build resilience through thankfulness.</p>	Link to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>2 Peculiar Feelings</p> <p>-To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action.</p> <p>-That some behaviour is wrong, unacceptable, unhealthy or risky.</p> <p>In this session, pupils will observe and discuss how people behave and react to their feelings and emotions, and how these feelings can change quickly. Marcus imitates inappropriate behaviours that he sees at home from his Mum's boyfriend. He learns that some behaviours are always wrong, no matter what feelings accompany them, and learns that he has to take responsibility for his actions. Siobhan and Leyla fall victim to miscommunication which ruptures their friendship.</p>	Link to Mental Well Being
Module 1 Created & Loved by God Unit 3 Emotional Well Being	AUTUMN	<p>3 Emotional Changes</p> <p>-Emotions change as they grow up (including hormonal effects);</p> <p>-To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</p> <p>-About emotional well-being: that beauty, art, etc. can lift the spirit; and that also openness with trusted parents/carers/teachers when worried ensures healthy well-being.</p> <p>In this episode of Paradise Street, Leyla has a crush on an older boy and gets a bit carried away. Meanwhile, following recent events in Marcus' personal life, Miss Nichols gives him a creative outlet to soothe the powerful emotions he has been experiencing. This session provides plenty of opportunity for discussion and reflection, including how to deal with feelings that can feel uncontrollable. Pupils will develop a greater understanding of things that help their emotional well-being. At the end of this session, pupils should be given information about pastoral facilities within the school that they can use if they are not feeling emotionally well.</p>	Link to Mental Well Being
Module 1 Created & Loved by God Unit 2 Me, My Body, My Health	SPRING	<p>2 Spots and Sleep</p> <p>-How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.</p> <p>This session discusses how children can respect their bodies as gifts from God by looking after them appropriately. They will learn that good choices regarding rest, sleep, exercise, personal hygiene and diet will have a positive impact on their health.</p>	Links to Healthy Me

<p>Module 1 Created & Loved by God Unit 3 Emotional Well Being</p>	<p>SPRING</p>	<p>4 Seeing Stuff Online</p> <ul style="list-style-type: none"> -The difference between harmful and harmless videos and images; -The impact that harmful videos and images can have on young minds; -Ways to combat and deal with viewing harmful videos and images. <p>This session explores the emotional and mental impact that videos and images of an adult nature can have on children and young people, particularly pornography. In the episode of “Paradise Street”, we explore the relationship that the characters have with their phone and online devices. Leyla and Siobhan rave about a vlogger they have discovered, whilst Finn secretly discovers a pornographic website. Initially shocked and scared by what he has seen, he becomes more and more drawn to it. When his Dad discovers what Finn has been looking at, he sits down with him for a chat to explain the effect that these videos and images will have on his young brain.</p>	<p>Link to Internet Safety Day/ Autumn Internet focus</p>
<p>Module 2 Created to Love Others Unit 2 Personal Relationships</p>	<p>SPRING</p>	<p>4Build Others Up (1 lesson + 4 shorts)</p> <ul style="list-style-type: none"> -About prejudice, bullying and discrimination: what they mean and how to challenge them. -About protected characteristics from the Equality Act 2010 such as race, age and disability. -That everyone is made in the image of God, loved unconditionally by Him, has equal dignity and is deserving of equal respect. <p>Building on previous learning about personal relationships, this session addresses the concepts of fairness, bullying, prejudice and discrimination, with reference to the protected characteristics as determined by the Equality Act 2010. Through activities and discussion, pupils will consider what bullying, prejudice and discrimination are, who they affect, how they might make people feel and what pupils can do about it: all within the Christian belief that everyone is made in the image and likeness of God, is loved unconditionally by Him, has equal dignity and is deserving of equal respect.</p>	<p>Link to Protected Characteristics</p>
<p>Module 1 Created & Loved by God Unit 2 Me, My Body, My Health</p>	<p>SUMMER</p>	<p>3 Girls’ Bodies</p> <ul style="list-style-type: none"> -That human beings are different to other animals; -About the unique growth and development of humans, and the changes that girls will experience during puberty; -About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; -The need for modesty and appropriate boundaries. <p>This episode of ‘Paradise Street’ starts with a lesson in class talking about the physical changes that boys and girls experience in puberty; the children respond with degrees of embarrassment and confusion. The film then focuses on the girls’ perspective with the character of Leyla. Through the film, follow-up discussion, teaching and personal activity, the pupils will learn about the physical changes that take place for girls through puberty. Although menstruation is touched upon in this session, it will be explored in more detail in Module 1, Unit 4, Session 3: Menstruation. Genitals are mentioned here, but not identified or named.</p>	
<p>Module 1 Created & Loved by God Unit 2 Me, My Body, My Health</p>	<p>SUMMER</p>	<p>4 Boys’ Bodies</p> <ul style="list-style-type: none"> -That human beings are different in kind to other animals; -About the unique growth and development of humans, and the changes that boys will experience during puberty; -About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately; -The need for modesty and appropriate boundaries. <p>This episode of “Paradise Street” starts with a lesson in class talking about the physical changes in puberty, and the children respond with different levels of embarrassment and confusion. The film then focuses on the boys’ perspective through the characters of Finn and Marcus. Through the drama, follow-up discussion, teaching and personal activity, the pupils will learn about the physical changes that take place for boys during puberty. Genitals are also mentioned here, but not identified and named. You might like to revisit the LKS2 M1.U2.S3 Appendix 2 Parts of the Body worksheet as an extension activity.</p>	
<p>Module 1 Created & Loved by God Unit 4 Life Cycles</p>	<p>SUMMER</p>	<p>1 Making Babies (1)</p> <ul style="list-style-type: none"> -How a baby grows and develops in its mother’s womb. <p>This session explores how a baby grows in the womb, building and developing the teaching at Lower Key Stage Two. In the episode of “Paradise Street”, Finn learns that his Mum is going to have a baby. He discusses it with his friends, who don’t know much about where babies come from. Finn learns from his Mum how about the miraculous process of human life is conceived and developed in the womb. Finn also has his worries alleviated about being ‘replaced’ or not loved so much when the new baby comes along.</p>	

<p>Module 1 Created & Loved by God Unit 4 Life Cycles</p>	<p>SUMMER</p>	<p>2 Making Babies (2) -Basic scientific facts about sexual intercourse between a man and woman; -The physical, emotional, moral and spiritual implications of sexual intercourse; -The Christian viewpoint that sexual intercourse should be saved for marriage. Previously in "Paradise Street", Finn and Leyla asked questions about how babies are made and they learned about the different stages of life in the womb. At the end of the episode, Finn disarms his Dad with the question, "How did your sperm actually get inside Mum's body?" In this session, pupils will learn some key information and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.</p>	
<p>Module 1 Created & Loved by God Unit 4 Life Cycles</p>	<p>SUMMER</p>	<p>3 Menstruation -About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life; -Some practical help on how to manage the onset of menstruation. In this session, we see that Siobhan gets her first period and doesn't know quite what to do. She is sad that her Mum, who died a number of years ago, isn't there to show her the ropes, but she is helped by her teacher and her Dad to become confident going forwards. Through this session, pupils will learn about how girls manage their periods, and understand some of their possible side effects. They will learn why periods happen; that fertility is necessary to bring a child into the world; and how periods are part of God's plan for creation.</p>	
<p>Module 1 Created & Loved by God Unit 4 Life Cycles</p>	<p>SUMMER</p>	<p>4 Hope Beyond Death -What 'death' means -About some feelings often connected with grief -What the Christian faith says about death and eternal life -Some ways to support themselves and others when they are grieving Throughout the 'Paradise Street' series, pupils have seen Siobhan and her Dad navigating life following the death of their Mum/wife. A look back over their experiences is the springboard for this session's discussion of death and grief. Framed within the Christian understanding of eternal life, this session helps pupils to consider and communicate about death in a direct yet gentle way, reflect compassionately on the complexities of grief and consider ways to support themselves and others.</p>	
<p>Module 1 Created & Loved by God Unit 4 Life Cycles</p>	<p>SUMMER</p>	<p>5Coping with change (1 lesson + 4 shorts) That there are many emotions and feelings connected with change That gratitude helps build resilience Coping strategies to manage changes That God is always with them This session reflects and celebrates the journey of change that pupils have been on throughout primary school, & looks forward to upcoming changes. Children will explore their feelings about moving to secondary school and strategies that will help them with this transition, with a particular focus on resilience and gratitude. Pupils will have an opportunity to reflect on God's presence with us throughout our lives, and how this helps is to cope with change.</p>	<p>Transition & Change</p>
<p>Module 3 Created to Live in Community Unit 2 Living in the Wider World</p>	<p>SUMMER</p>	<p>2Money & Me (1 lesson + 4 shorts) TO BE UPLOADED This session will follow on from 'Money Matters' learning in LKS2, about payment methods & money tracking techniques, & will introduce Maslow's hierarchy of needs as a way to help us consider influences on our money choices. Additionally, children will consider why some people have more than others, developing awareness of fairness and justice. Knowing God's call to live generously, pupils will also explore tithing and giving.</p>	<p>Economic education – money & careers</p>