

Intent

St Mary's RSHE/PSHE scheme of work aims to equip children with essential skills for life; it intends to develop the whole child through carefully planned and resourced lessons from the 'Life to the full' scheme that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. This is also in line with the school's curriculum 'Building the kingdom'. Successful PSHE/RSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. The 'Life to the full' programme of study aims to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident members of their community. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing their knowledge of when and how they can ask for help.

St Mary's programme of study is fully in line with the learning outcomes and core themes provided by the PSHE association programme of study which is widely used and recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. The 'Life to the full' scheme is also DfE approved and is in line with Catholic Social Teaching. The 'Life to the full' schemes covers all the required objectives apart from careers and managing money which is covered by an annual careers and vacations day. The scheme of work fulfils the requirements of 2020 statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced curriculum.

Implementation

The 'Life to the full' scheme of work is designed to be taught in four learning stages: EYFS, KS1, LKS2 and UKS2 each with supporting materials including a whole school overview and individual lesson plans and resources. These sessions are delivered over the period of a designated week each half term. Each learning stage follows the same three modules: created and loved by God, created to love others and created to live in community. Within these modules there are individual units. Religious understanding, me, my body, my health, emotional wellbeing and life cycles (module 1). Religious understanding, personal relationships and keeping safe (module 2). Religious understanding and living in the wider world (module 3). The content is designed as a spiral curriculum where each learning stage is repeated one year after the other (e.g. year 2 will repeat year 1 coverage). This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE/RSHE regularly at a depth that is appropriate for the age and stage of the child, with extra resources available for challenge and SEN. These units are designed to be delivered in a creative manner, using many approaches such as role play, discussion and interactive videos. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about which units will be covered. This is communicated via DOJO and there are resources and suggestions for learning at home on the parent portal.

Progress is recorded and tracked via the assessment pieces of work. These are completed at the start and end of each unit. Children indicate their new-found knowledge by using a purple pen. Each staff member has access to an excel document which RAG rates their class progress against each learning objective.

Impact

St Mary's PSHE/RSHE scheme of work provides our school with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know they when and how they can seek the support of others. They will apply their understanding of society and relationships to their everyday interactions, from the classroom to the wider community of which they are a part. St Mary's scheme of work supports the active development of a school culture rooted in Catholicism and prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE/RSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE/RSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. The scheme of work ensures that all children are able to develop the knowledge, skills and attributes they need to succeed at school and in the wider world.

RSHE/PSHE Overviews

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
EYFS	<p><u>EYFS Module one</u> (* Over the course of the 5 day week do the 15 minute story sessions either in the morning, start/end of afternoon) Our world assessment to be done before the first story session and at the end of the week after the last story session.</p> <p>-Module 1, Unit 2 <u>I am Special Assessment</u> -Module 1, Unit 2, Session 1 (<u>I am me</u>) -Module 1, Unit 2, Session 2 (<u>Heads, shoulders, knees and toes</u>) -Module 1, Unit 2, Session 3 (<u>Ready teddy?</u>) -Module 1, Unit 2 <u>I am Special Assessment</u></p>	<p><u>EYFS Module one</u></p> <p>-Module 1, Unit 3 <u>Feelings, likes and dislikes assessment</u> - Module 1, Unit 3, Session 1 (<u>I like, you like, we all like</u>) - Module 1, Unit 3, Session 2 (<u>Good feelings, bad feelings</u>) - Module 1, Unit 3, Session 3 (<u>Let's get real</u>) -Module 1, Unit 3 <u>Feelings, likes and dislikes assessment</u></p>	<p><u>EYFS Module one</u></p> <p>-Module 1, Unit 4 <u>In my life assessment</u> - Module 1, Unit 4, Session 1 (<u>Growing up</u>) -Module 1, Unit 4 <u>In my life assessment</u></p> <p><u>EYFS Module Two</u> - Module 2, Unit 1 <u>God's family assessment</u> -Module 2, Unit 1, Session 1 (<u>Role Model</u>) - Module 2, Unit 1 <u>God's family assessment</u></p>	<p><u>EYFS Module Two</u></p> <p>- Module 2, Unit 2 <u>Friends and Family Assessment</u> -Module 2, Unit 2, Session 1 (<u>Who's who?</u>) -Module 2, Unit 2, Session 2 (<u>You've got a friend in me</u>) - Module 2, Unit 2, Session 3 (<u>Forever Friends</u>) - Module 2, Unit 2 <u>Friends and Family Assessment</u></p>	<p><u>EYFS Module Two</u></p> <p>- Module 2, Unit 3 <u>My Body Assessment</u> - Module 2, Unit 3, Session 1 (<u>Safe inside and out</u>) - Module 2, Unit 3, Session 2 (<u>My Body, my rules</u>) - Module 2, Unit 3, Session 3 (<u>Feeling poorly</u>) - Module 2, Unit 3, Session 4 (<u>People who help us</u>) - Module 2, Unit 3 <u>My Body Assessment</u></p>	<p><u>EYFS Module 3</u></p> <p>-Module 3, Unit 1 <u>All Together Assessment</u> -Module 3, Unit 1, Session 1 (<u>God is Love</u>) -Module 3, Unit 1, Session 2 (<u>Loving God, Loving others</u>) -Module 3, Unit 1 <u>All Together Assessment</u> -Module 3, Unit 2 <u>Helping out Assessment</u> -Module 3, Unit 2, Session 1 (<u>Me, you, us</u>) -Module 3, Unit 2 <u>Helping out Assessment</u></p>

<p>KSI</p>	<p><u>Key stage one Module 1</u></p> <ul style="list-style-type: none"> Over the course of the 5 day week do the <u>15 minute story sessions (Get up)</u> either in the morning, start/end of afternoon. - Module 1, Unit 2 <u>This is me Assessment</u> - Module 1, Unit 2, Session 1 (<u>I am Unique</u>) Module 1, Unit 2, Session 2 (<u>Girls and Boys</u>) - Module 1, Unit 2, Session 3 <u>Clean and Healthy</u> - <u>This is me Assessment</u> 	<p><u>Key stage one Module 1</u></p> <ul style="list-style-type: none"> - Module 1, Unit 3 <u>Feelings Assessment</u> - Module 1, Unit 3, Session 1 (<u>Feelings likes and dislikes</u>) - Module 1, Unit 3, Session 2 (<u>Feelings inside out</u>) - Module 1, Unit 3, Session 3 (<u>Super Susie gets angry</u>) - <u>Feelings Assessment</u> 	<p><u>Key stage one Module 1</u></p> <ul style="list-style-type: none"> - Module 1, Unit 4 <u>Lifelines Assessment</u> - Module 1, Unit 4, Session 1 (<u>The Cycle of Life</u>) - <u>Lifelines Assessment</u> <p><u>Key Stage One Module 2</u></p> <p>Module 2, Unit 1 <u>Friends Assessment</u></p> <ul style="list-style-type: none"> - Module 2, Unit 1, Session 1 <u>God Loves You</u> - <u>Friends Assessment</u> 	<p><u>Key Stage One Module 2</u></p> <ul style="list-style-type: none"> - Module 2, Unit 2 <u>Being with others assessment</u> Module 2, Unit 2, Session 1 (<u>Special People</u>) - Module 2 Unit 2, Session 2 (<u>Treat others well...</u>) Module 2, Unit 2, Session 3 (<u>...and say sorry</u>) - <u>Being with others assessment</u> 	<p><u>Key Stage One Module 2</u> (This might work better doing over the course of the whole week)</p> <ul style="list-style-type: none"> - Module 2, Unit 3 <u>Safe or unsafe? Assessment</u> - Module 2, Unit 3, Session 1 (<u>Being Safe</u>) - Module 2, Unit 3, Session 2 (<u>Good secrets and Bad secrets</u>) - Module 2, Unit 3, Session 3 (<u>Physical contact</u>) - Module 2, Unit 3, Session 4 (<u>Harmful substances</u>) - Module 2, Unit 3, Session 5 (<u>Can you help me?</u>) - <u>Safe or unsafe? Assessment</u> 	<p><u>Key Stage One Module 3</u></p> <ul style="list-style-type: none"> - Module 3, Unit 1 <u>Thinking about God Assessment</u> - Module 3, Unit 1, Session 1 (<u>Three in one</u>) - Module 3, Unit 1, Session 2 (<u>Who is my neighbour?</u>) - <u>Thinking about God Assessment</u> - Module 3, Unit 2 <u>Me and my community Assessment</u> - Module 3, Unit 2, Session 1 (<u>The communities we live in</u>) - <u>Me and my community Assessment</u>
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<p>LKS2</p>	<p><u>LKS2 Module One</u></p> <ul style="list-style-type: none"> Over the course of the 5 day week do the <u>15 Minute story sessions</u> either in the morning, start/end of afternoon. - Module 1 Unit 1 <u>Tell Zoog Assessment activity</u> - Module 1, Unit 1, Session 1 (<u>The Sacraments</u>) - Module 1 Unit 1 <u>Tell Zoog Assessment activity</u> - Module 1, Unit 2 <u>All different All loved Assessment</u> - Module 1, Unit 2, Session 1 (<u>We don't have to be the same</u>) - Module 1, Unit 2, Session 2 (<u>Respecting our bodies</u>) - Module 1, Unit 2, Session 3 (<u>What is puberty Y4</u>) - Module 1, Unit 2, Session 4 (<u>Changing Bodies Year 4</u>) (Miss out session 5) - Module 1, Unit 2 <u>All different All loved Assessment</u> 	<p><u>LKS2 Module One</u></p> <ul style="list-style-type: none"> - Module 1, Unit 3 <u>My feelings Assessment</u> - Module 1, Unit 3, Session 1 (<u>What am I feeling?</u>) - Module 1, Unit 3, Session 2 (<u>What am I looking at?</u>) - Module 1, Unit 3, Session 3 (<u>I am thankful</u>) - Module 1, Unit 3 <u>My feelings Assessment</u> <p>(The following unit is Year 4+)</p> <ul style="list-style-type: none"> - Module 1, Unit 4 (<u>Joe's new sister assessment</u>) - Module 1, Unit 4, Session 1 (<u>Life cycles</u>) - Module 1, Unit 4 (<u>Joe's new sister assessment</u>) 	<p><u>LKS2 Module Two</u></p> <ul style="list-style-type: none"> - <u>Story Session</u> unit to be delivered as reflection at beginning or end of each day of this week. <u>Friendship cake assessment</u> to be done before the first story session and after the last story session. - Module 2, Unit 2 <u>My Relationships Assessment</u> - Module 2, Unit 2, Session 1 (<u>Family, friends and others</u>) - Module 2, Unit 2, Session 2 (<u>When things feel bad</u>) - Module 2, Unit 2 <u>My Relationships Assessment</u> 	<p><u>LKS2 Module Two</u></p> <ul style="list-style-type: none"> - Module 2, Unit 3 <u>Keeping safe assessment</u> - Module 2, Unit 3, Session 1 (<u>Sharing online</u>) - Module 2, Unit 3, Session 2 (<u>Chatting online</u>) - Module 2, Unit 3, Session 3 (<u>Physical Contact</u>) 	<p><u>LKS2 Module Two</u></p> <ul style="list-style-type: none"> - Module 2, Unit 3, Session 4 (<u>Drugs Alcohol and Tobacco</u>) - Module 2, Unit 3, Session 5 (<u>First aid heroes</u>) - Module 2, Unit 3 Keeping safe assessment 	<p><u>LKS2 Module Three</u></p> <ul style="list-style-type: none"> - Module 3, Unit 1 <u>God and me Assessment</u> - Module 3, Unit 1, Session 1 (<u>Trinity House</u>) - Module 3, Unit 1, Session 2 (<u>What is the Church?</u>) - Module 3, Unit 1 <u>God and me Assessment</u> - Module 3, Unit 2 <u>Love in action assessment</u> - Module 3, Unit 2, Session 1 - How do I love others? - Module 3, Unit 2 <u>Love in action assessment</u>
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<p>UKS2</p>	<p><u>UKS2 Module One</u></p> <p>*Over the course of the week do the <u>story session unit One</u> reflection per day either at start/end of the day or beginning of the afternoon over the week.</p> <p><u>A faithful God Assessment</u> to be carried out before the first story session and again after the last story session.</p> <p>-Module 1, Unit 2 <u>My Beautiful Body Assessment</u></p> <p>-Module 1, Unit 2, Session 1 (<u>Gifts and Talents</u>)</p> <p>-Module 1, Unit 2, Session 2 (<u>Girls Bodies</u>)</p> <p>-Module 1, Unit 2, Session 3 (<u>Boys Bodies</u>)</p> <p>-Module 1, Unit 2, Session 4 (<u>Spots and sleep</u>)</p> <p>-Module 1, Unit 2 <u>My Beautiful Body Assessment</u></p>	<p><u>UKS2 Module One</u></p> <p>-Module 1, Unit 3 <u>This is me Assessment</u></p> <p>-Module 1, Unit 3, Session 1 (<u>Body Image</u>)</p> <p>-Module 1, Unit 3, Session 2 (<u>Peculiar Feelings</u>)</p> <p>-Module 1, Unit 3, Session 3 (<u>Emotional Changes</u>)</p> <p>-Module 1, Unit 3, Session 4 (<u>Seeing stuff online</u>)</p> <p>-Module 1, Unit 3 <u>This is me Assessment</u></p>	<p><u>UKS2 Module One</u></p> <p>-Module 1, Unit 4 <u>Growing up Assessment</u></p> <p>-Module 1, Unit 4, Session 1 (<u>Making Babies Part one</u>)</p> <p>-Module 1, Unit 4, Session 2 (<u>Making Babies Part 2</u>) - this is optional and can be done as a home lesson.</p> <p>-Module 1, Unit 4, Session 3 (<u>Menstruation</u>)</p> <p>-Module 1, Unit 4 <u>Growing up Assessment</u></p>	<p><u>UKS2 Module Two</u></p> <p>-Module 2, Unit 1 <u>Talking To God Assessment</u></p> <p>-Module 2, Unit 1, Session 1 (<u>Is God calling you?</u>)</p> <p>-Module 2, Unit 1 <u>Talking To God Assessment</u></p> <p>-Module 2, Unit 2 <u>Peter under pressure Assessment</u></p> <p>-Module 2, Unit 2, Session 1 (<u>Under pressure</u>)</p> <p>-Module 2, Unit 2, Session 2 (<u>Do you want a piece of cake?</u>)</p> <p>-Module 2, Unit 2, Session 3 (<u>Self-talk</u>)</p> <p>-Module 2, Unit 2 <u>Peter under pressure Assessment</u></p>	<p><u>UKS2 Module Two</u></p> <p>-Module 2, Unit 3 <u>Dear Diary Assessment</u></p> <p>-Module 2, Unit 3, Session 1 (<u>Sharing isn't always caring</u>)</p> <p>-Module 2, Unit 3, Session 2 (<u>Cyberbullying</u>)</p> <p>-Module 2, Unit 3, Session 3 (<u>Types of abuse</u>)</p> <p>-Module 2, Unit 3, Session 4 (<u>Impacted Lifestyles</u>)</p> <p>-Module 2, Unit 2, Session 5 (<u>Making Good Choices</u>)</p> <p>-Module 2, Unit 2, Session 6 (<u>Giving assistance</u>)</p> <p>-Module 2, Unit 3 <u>Dear Diary Assessment</u></p>	<p><u>UKS2 Module 3</u></p> <p>-Module 3 Unit 1 <u>Loving our Neighbour Assessment</u></p> <p>-Module 3, Unit 1, Session 1 (<u>The Trinity</u>)</p> <p>-Module 3, Unit 2, Session 2 (<u>Catholic Social Teaching</u>)</p> <p>-Module 3 Unit 1 <u>Loving our Neighbour Assessment</u></p> <p>-Module 3, Unit 1 <u>Created to live in community Assessment</u></p> <p>-Module 3, Unit 2, Session 1 (<u>Reaching out</u>)</p> <p>-Module 3, Unit 1 <u>Created to live in community Assessment</u></p>
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