



## RSHE/PSHE Curriculum Statement



### How is RSHE/PSHE a Sacred Subject?

*Through our curriculum, we teach children about their spiritual, physical, intellectual, moral, social, cultural and emotional wellbeing. Furthermore, we will endeavor to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves. We work in partnership with parents to provide children and young people with a positive education which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.*

### 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. This scheme develops 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 RSHE/PSHE 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.

The 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 as directed by the Archdiocese of Birmingham. 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, which is held in school. 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 (i.e. year 2 will repeat year 1 coverage). This enables children to recall and build upon previous learning, exploring the underlying principles of RSHE/PSHE 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 Class 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.

### RSHE/PSHE Overviews

|           | Autumn One   | Autumn Two   | Spring One  | Spring Two  | Summer One   | Summer Two  |
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| Reception | <p>EYFS, Module 1, Unit 1, Story Sessions: Handmade With Love(5 x 5-10 minute sessions)</p> <p>EYFS, Module 1, Unit 1, EYFS, Module 1, Unit 2, Session 1: I Am Me(20 minutes)</p> <p>EYFS, Module 1, Unit 1, Session 2: Heads, Shoulders, Knees and Toes(20 minutes)</p> <p>EYFS, Module 1, Unit 1, Session 3: Ready Teddy?(20 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER EVERY UNIT</b></p> | <p>EYFS, Module 1, Unit 3, Session 1: I Like, You Like, We All Like!(20 minutes)</p> <p>EYFS, Module 1, Unit 3, Session 2: All The Feelings!(20 minutes)</p> <p>EYFS, Module 1, Unit 3, Session 3: Let's Get Real (20 minutes)</p> <p>EYFS, Module 1, Unit 4, Session 1: Growing Up (20 minutes)</p> <p>EYFS, Module 1, Unit 4, Session 2: New People, New Places + Classroom Shorts (20 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT</b></p> | <p>EYFS, Module 2, Unit 1, Session 1: Role Model(2 x 15-minute sessions)</p> <p>EYFS, Module 2, Unit 2, Session 1: Who's Who? (20 minutes)</p> <p>EYFS, Module 2, Unit 2, Session 2: You've Got A Friend in Me(20 minutes)</p> <p>EYFS, Module 2, Unit 2, Session 3: Forever Friends(20 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER EVERY UNIT</b></p> | <p>EYFS, Module 2, Unit 3, Session 1: What is the Internet?(20 minutes)</p> <p><b>Cross curricular link to computing</b></p> <p>EYFS, Module 2, Unit 3, Session 2: Playing Online(20 minutes)</p> <p><b>Cross curricular link to computing</b></p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b></p> | <p>EYFS, Module 2, Unit 4, Session 1: Safe Inside and Out (20 minutes)</p> <p>EYFS, Module 2, Unit 4, Session 2: My Body, My Rules(20 minutes)</p> <p><b>Cross curricular link to science</b></p> <p>EYFS, Module 2, Unit 4, Session 3: Feeling Poorly(20 minutes)</p> <p>EYFS, Module 2, Unit 4, Session 4: People Who Help Us(20 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT</b></p> | <p>EYFS, Module 3, Unit 1, Session 1: God is Love(20 minutes)</p> <p><b>Cross curricular link to RE</b></p> <p>EYFS, Module 3, Unit 1, Session 2: Loving God, Loving Others (20 minutes)</p> <p><b>Cross curricular link to RE</b></p> <p>EYFS, Module 3, Unit 2, Session 1: Me, You, Us(20 minutes)</p> <p>EYFS, Module 3, Unit 2, Session 2: When I Grow Up... + Classroom Shorts(20 minutes)</p> |

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| Year 1 | <p>KS1, Module 1, Unit 1, story sessions: Let the children come (5 x 10 minute sessions)</p> <p>KS1, Module 2, unit 1, session 1: God loves you (40 minutes)</p> <p><b>Cross curricular link to RE</b></p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b></p> | <p>KS1, Module 2, unit 2, session 1: Special people (30 minutes)</p> <p>KS1, module 2, unit 2, session 2: Treat others well (35 minutes)</p> <p>KS1, module 2, unit 2, session 3: and say sorry (30 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b></p> | <p>KS1, module 2, unit 4, session 1: good and bad secrets (35 minutes)</p> <p>KS1, module 2, unit 2, session 2: physical contract (40 minutes)</p> <p>KS1, module 2, unit 2, session 3: harmful substances (30 minutes)</p> <p><b>Cross curricular link to science</b></p> | <p>KS1, module 2, unit 2, unit 4, session 4: Can you help me? (part 1) (35 minutes)</p> <p>KS1, module 2, unit 2, unit 4, session 4: Can you help me? (part 2) (35 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT END OF UNIT</b></p> | <p>KS1, module 3, unit 1, session 1: three in one (25 minutes)</p> <p>KS1, module 3, unit 1, session 2: Who is my neighbour (30 minutes)</p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b></p> | <p>KS1, module 3, unit 2, session 1: The communities we live in (35 minutes)</p> <p>KS1, module 3, unit 2, session 2: who will I be? (30 minutes)</p> <p>Classroom shorts</p> <p><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b></p> |
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| Year 2 | KS1, Module 1, Unit Story Sessions: Let the Children Come (5x 10minute story sessions) | KS1, Module 1, Unit 2, Session 1: I Am Unique (30 minutes)<br><br>KS1, Module 1, Unit 2, Session 2: Girls and Boys (30-40 minutes) | KS1, Module 1, Unit 2, Session 3&4: Clean and Healthy (My Body) (75 minutes split into two sessions)<br><b>Cross curricular link to science</b> | KS1 Module 1, Unit 3, Session 1: Feelings, Likes and Dislikes (40 minutes)<br><br>KS1 Module 1, Unit 3, Session 2: Feeling Inside Out (30 minutes)<br><br>KS1 Module 1, Unit 3, Session 3: Super Susie Gets Angry(40 minutes) | KS1 Module 1 Unit 4, Session 1: The Cycle of Life (30 minutes)<br><b>Cross curricular link to science</b><br><br>KS1 Module 1 Unit 4, Session 2: Beginnings and Endings(40 minutes)<br><br>KS1 Module 1 Unit 4, Session 3: Change Is All Around + Classroom Shorts (40 minutes)<br><br>KS1, Module 2, Unit 3, Session 1: Real Life Online (40 minutes)<br>Session 2: Rules To Help Us (35 minutes)<br><b>Cross curricular link to computing</b> | KS1, Module 3, Unit 1, Session 1: (25 minutes)<br><br>KS1, Module 3, Unit 1, Session 2: Who is My Neighbour?(30 minutes)<br><br>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT ASSESSMENT<br><br>KS1, Module 3, Unit 2, Session 1: The Communities We Live In (35 minutes)<br><br>KS1, Module 3, Unit 2, Session 3: Needs and Wants + Classroom Shorts (30 minutes)<br><br><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND</b> |
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| Year 3 | LKS2 Module 1, Unit 1, Story Sessions: Get Up! (5 x15-minute sessions)<br><br>LKS2 Module 1, Unit 1, Session 2: The Sacraments (40 minutes)<br><b>Cross curricular link to RE</b> | LKS2 Module 2, Unit 1, Story Sessions: Jesus, My Friend (4 x 15-minute sessions)<br><br>LKS2 Module 2, Unit 2, Session 1: Family, Friends and Others, (45 minutes)<br><br>LKS2 Module 2, Unit 2, Session 2: When Things Feel Bad (45 minutes) | LKS2 Module 2, Unit 3, Session 1: Sharing Online(35 minutes)<br><br>LKS2 Module 2, Unit 3, Session 2: Chatting Online + Classroom Shorts (35 minutes)<br><br><b>Cross curricular link to computing</b> | LKS2 Module 2, Unit 4, Session 1: Safe In My Body + Classroom Shorts (45 minutes)<br><br>LKS2 Module 2, Unit 4, Session 2: Drugs, Alcohol and Tobacco( 45 minutes)<br><b>Cross curricular link to science</b><br><br>LKS2 Module 2, Unit 4, Session 3: First Aid Heroes (45 minutes)<br><br>LKS2 Module 2, Unit 4, Session 4: Rights and Responsibilities + Classroom Shorts( 40 minutes) | LKS2 Module 3, Unit 1, Session 1: A Community of Love (40 minutes)<br><br>LKS2 Module 3, Unit 1, Session 2: What is the Church? (35 minutes)<br><b>Cross curricular link to RE</b><br><br><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b> | LKS2 Module 3, Unit 2 Session 1: How Do I Love Others? (45 minutes)<br><br>LKS2 Module 3, Unit 2, Session 3: Money Matters + Classroom Shorts 40 minutes<br><br><b>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</b> |
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| <p>Year 4</p> | <p>LKS2 Module 1, Unit 1, Story Sessions: Get Up!(5 x 15-minute sessions)</p> | <p>LKS2 Module 1, Unit 2, Session 1: We Don't Have to be the Same(40 minutes)</p> <p>LKS2 Module 1, Unit 2, Session 2: Respecting our Bodies( 40 minutes)</p> <p>LKS2 Module 1, Unit 2, Session 3: What is Puberty?(40 minutes)</p> <p>LKS2 Module 1, Unit 2, Session 4: Changing Bodies(40 minutes)</p> <p>Cross curricular link to science</p> <p>PLEASE COMPLETE THE ASSESSMENT</p> | <p>LKS2 Module 1, Unit 3, Session 1: What Am I Feeling?(40 minutes)</p> <p>LKS2 Module 1, Unit 3, Session 2: What Am I Looking At?(35 minutes)</p> <p>LKS2 Module 1, Unit 3, Session 3: I Am Thankful(40 minutes)</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> | <p>LKS2 Module 1, Unit 4, Session 1: Life Cycles (40 minutes)</p> <p>Cross curricular link to science</p> <p>LKS2 Module 1, Unit 4, Session 2: A Time For Everything (45 minutes)</p> <p>LKS2 Module 1, Unit 4, Session 3: Big Changes, Little Changes + Classroom Shorts (40 minutes)</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> | <p>LKS2 Module 3, Unit 1, Session 1: A Community of Love (40 minutes)</p> <p>LKS2 Module 3, Unit 1, Session 2: What is the Church? (35 minutes)</p> <p>Cross curricular link to RE</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> | <p>LKS2 Module 3, Unit 2 Session 1: How Do I Love Others? (45 minutes)</p> <p>LKS2 Module 3, Unit 2, Session 3: Money Matters + Classroom Shorts 40 minutes</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> |
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| <p>Year 5</p> | <p>UKS2 Module 1, Unit 1, Story Sessions: Calming the Storm (5 x 15-minute sessions)</p> <p>UKS2 Module 2, Unit 1, Session 1: God Is Calling You (60 minutes)</p> <p>Cross curricular link to RE</p> | <p>UKS2 Module 2, Unit 2, Session 1: Under Pressure(60 minutes)</p> <p>UKS2 Module 2, Unit 2, Session 2: Do You Want A Piece of Cake? (60 minutes)</p> <p>UKS2 Module 2, Unit 2, Session 3: Self-Talk(60 minutes)</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> | <p>UKS2 Module 2, Unit 3, Session 1: Sharing Isn't Always Caring (60 minutes)</p> <p>UKS2 Module 2, Unit 3, Session 2: Cyberbullying + Classroom Shorts (60 minutes)</p> <p>Cross curricular link to computing</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT</p> | <p>UKS2 Module 2, Unit 4, Session 1: Types of Abuse + Classroom Shorts (60-90 minutes)</p> <p>UKS2 Module 2, Unit 4, Session 2: Impacted Lifestyles + Classroom Shorts (60 minutes)</p> <p>Cross curricular link to science</p> <p>PLEASE COMPLETE THE ASSESSMENT BEFORE UNIT</p> | <p>UKS2 Module 2, Unit 4, Session 3: Making Good Choices(60 minutes)</p> <p>UKS2 Module 2, Unit 4, Session 4: Giving Assistance(60 minutes)</p> <p>PLEASE COMPLETE THE ASSESSMENT AFTER UNIT</p> | <p>UKS2 Module 3, Unit 1, Session 1: The Holy Trinity (60 minutes)</p> <p>UKS2 Module 3, Unit 1, Session 2: Catholic Social Teaching(60 minutes)</p> <p>Cross curricular link to RE</p> <p>UKS2 Module 3, Unit 2, Session 1: Reaching Out(60 minutes)</p> <p>UKS2 Module 3, Unit 2, Session 2: The World of Work + Classroom Shorts(60 minutes)</p> |
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| Year 6 | UKS2 Module 1, Unit 1, Story Sessions: Calming the Storm(5 x 15-minute sessions) | UKS2 Module 1, Unit 3, Session 1: Body Image (60 minutes)         | UKS2 Module 1, Unit 4, Session 1: Making Babies (Part 1) (60 minutes)  | UKS2 Module 2, Unit 2, Session 4: Build Others Up + Classroom Shorts(60 minutes)    | UKS2 Module 3, Unit 1, Session 1: The Holy Trinity(60 minutes)         | UKS2 Module 3, Unit 2, Session 1: Reaching Out(60 minutes)                    |
|        | UKS2 Module 1, Unit 2, Session 1: Gifts and Talents(60 minutes)                  | UKS2 Module 1, Unit 3, Session 2: Peculiar Feelings(60 minutes)   | UKS2 Module 1, Unit 4, Session 2: Making Babies (Part 2) May be omitted or may be set as a homework task with parents.(60 minutes) | UKS2 Module 1, Unit 4, Session 5: Coping with Change + Classroom Shorts(60 minutes) | UKS2 Module 3, Unit 1, Session 2: Catholic Social Teaching(60 minutes) | UKS2 Module 3, Unit 2, Session 3: Money and Me + Classroom Shorts(60 minutes) |
|        | UKS2 Module 1, Unit 2, Session 2: Girls' Bodies (60 minutes)                     | UKS2 Module 1, Unit 3, Session 3: Emotional Changes(60 minutes)   | UKS2 Module 1, Unit 4, Session 3: Menstruation(60 minutes)   | PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT                                | Cross curricular link to RE  | PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT                          |
|        | UKS2 Module 1, Unit 2, Session 3: Boys' Bodies(60 minutes)                       | UKS2 Module 1, Unit 3, Session 4: Seeing Stuff Online(60 minutes) | Cross curricular link to science   |   | PLEASE COMPLETE THE ASSESSMENT BEFORE AND AFTER UNIT                   |   |
|        | UKS2 Module 1, Unit 2, Session 4: Spots and Sleep(60 minutes)                    | Cross curricular link to computing                                | UKS2 Module 1, Unit 4, Session 4: Hope Beyond Death(60 minutes)  |   |  |   |

### Oracy within RSHE/PSHE

Through our RSHE/PSHE curriculum, pupils have opportunities to develop their oracy skills by:

- Engaging in peer and group discussions which inspire curiosity and critical thinking.
- Developing their own perspective and judgement, based on what they have heard.
- Responding to others' experiences and thoughts in a sensitive and thoughtful way.
- Learning the importance of turn-taking.
- Encouragement to talk about their thoughts and feelings.

### Impact

Our St Mary's RSHE/PSHE 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 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 of. Our 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 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 RSHE/PSHE 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.