



# St Robert Southwell Catholic Primary School

*Aiming For Excellence - Being The Best We Can Be*

## Progression of skills in PSHE - RHSE

KS1

<b>Life to the Full programme</b>
<b>Module One – Created and Loved by God</b>
<b>Religious Understanding</b>
<ul style="list-style-type: none"><li>• We are created individually by God.</li><li>• God wants us to talk to Him often through the day and treat Him as our best friend.</li><li>• God has created us, his children, to know and serve Him in this life and forever – this is our purpose and goal and will bring us true happiness.</li><li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters.</li></ul>
<b>Me, My Body, My Health</b>
<ul style="list-style-type: none"><li>• Learn that we are unique, with individual gifts, talents and skills.</li><li>• Our bodies are good.</li><li>• The names of the parts of our bodies (refer to the guidance on discussing genitalia).</li><li>• Girls and boys have been created by God to be both similar and different – these differences are physical, emotional and spiritual and together make up the richness of human family.</li><li>• Our bodies are good and we need to look after them.</li><li>• What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating?</li><li>• The importance of sleep, rest and recreation for our health.</li><li>• How to maintain personal hygiene.</li></ul>
<b>Emotional Wellbeing</b>
<ul style="list-style-type: none"><li>• That it is natural for us to relate to and trust one another.</li><li>• That we all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).</li><li>• A language to describe our feelings.</li><li>• Have a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character.</li><li>• Simple strategies for managing feelings and for good behaviour.</li><li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do.</li><li>• That Jesus died on the cross so that we would be forgiven.</li></ul>
<b>Life Cycles</b>
<ul style="list-style-type: none"><li>• Know and appreciate that there are natural life stages from birth to death, and what these are.</li></ul>
<b>Module Two – Created to Love Others</b>
<b>Religious Understanding</b>
<ul style="list-style-type: none"><li>• We are part of God’s family.</li><li>• Saying sorry is important and can mend friendships.</li><li>• Jesus cared for others and has expectations of them and how they should act.</li><li>• We should love other people in the same way God loves us.</li><li>• We are part of God’s family.</li><li>• Saying sorry is important and can mend friendships.</li><li>• Jesus cared for others and has expectations of them and how they should act.</li></ul>
<b>Personal Relationships</b>
<ul style="list-style-type: none"><li>• Identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special.</li><li>• The importance of nuclear and wider family.</li><li>• The importance of being close to and trusting special people and telling them if someone is troubling them.</li><li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour.</li></ul>

*Following Jesus’ footsteps and inspired by St Robert Southwell we work hard, aim high and treat everyone with honesty and gentleness.*



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- The characteristics of positive and negative relationships.
- Different types of teasing and that all bullying is wrong and unacceptable.
- Recognise when they have been unkind and say sorry.
- Recognise when people are being unkind to them and others and how to respond.
- Know that when we are unkind to others, we hurt God also and should say sorry to him as well.
- Know that we should forgive like Jesus forgives.

### Keeping Safe

- Understand safe and unsafe conditions, including online.
- Know the difference between 'good' and 'bad' secrets that they can and should be open with 'special people' they trust if anything troubles them.
- Know how to resist pressure when feeling unsafe.
- Know that they are entitled to bodily privacy.
- Know 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.

### Module Three - Created to Live in Community

#### Religious Understanding

- 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.
- Know what a community is, and that God calls us to live in community with one another.
- A scripture illustrating the importance of living in community as a consequence of this.
- Know Jesus' teaching on who is my neighbour

#### Living in the Wider World

- 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.
- Know that we have a duty of care for others and for the world we live in (charity work, recycling etc.).
- Know what harms and what improves the world in which we live.



LSK2

<b>Life to the Full programme</b>
<b>Module One – Created and Loved by God</b>
<b>Religious Understanding</b>
<ul style="list-style-type: none"><li>• We are created individually by God who is Love, designed in His own image and likeness;</li><li>• 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);</li><li>• Every human life is precious from the beginning of life (conception) to natural death;</li><li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</li><li>• In Baptism God makes us His adopted children and ‘receivers’ of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</li><li>• It is important to make a nightly examination of conscience.</li><li>• That in Baptism God makes us His adopted children and ‘receivers’ of His love.</li><li>• That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</li></ul>
<b>Me, My Body, My Health</b>
<ul style="list-style-type: none"><li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together (‘teamwork’) we create community;</li><li>• Self-confidence arises from being loved by God (not status, etc).</li><li>• 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. (Note: this session may be expanded into further sessions to cover all of the DfE LO’s).</li><li>• Learn what the term puberty means;</li><li>• Learn when they can expect puberty to take place;</li><li>• Understand that puberty is part of God’s plan for our bodies.</li><li>• Learn correct naming of genitalia;</li><li>• Learn what changes will happen to boys during puberty;</li><li>• Learn what changes will happen to girls during puberty.</li><li>•</li></ul>
<b>Emotional Wellbeing</b>
<ul style="list-style-type: none"><li>• That emotions change as they grow up (including hormonal effects);</li><li>• To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action;</li><li>• What emotional well-being means;</li><li>• Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</li><li>• Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</li><li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li><li>• Some behaviour is wrong, unacceptable, unhealthy and risky;</li><li>• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</li></ul>
<b>Life Cycles</b>
<ul style="list-style-type: none"><li>• That they were handmade by God with the help of their parents;</li><li>• How a baby grows and develops in its mother’s womb including, scientifically, the uniqueness of the moment of conception;</li><li>• How conception and life in the womb fits into the cycle of life;</li><li>• That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</li></ul>



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## Module Two – Created to Love Others

### Religious Understanding

- That Jesus 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.

### Personal Relationships

- 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'.
- 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.

### Keeping Safe

- 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.
- 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;
- How to report and get help if they encounter inappropriate materials or messages.
- 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.

## Module Three - Created to Live in Community

### Religious Understanding

- 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.
- That the human family is to reflect the Holy Trinity in mutual charity and generosity;
- The Church family comprises of home, school and parish (which is part of the diocese).

### Living in the Wider World

- To know that God wants His Church to love and care for others.
- To devise practical ways of loving and caring for others.



UKS2

<b>Life to the Full programme</b>
<b>Module One – Created and Loved by God</b>
<b>• Religious Understanding</b>
<ul style="list-style-type: none"><li>• Physically becoming an adult is a natural phase of life.</li><li>• Lots of changes will happen when growing up, and sometimes it might feel confusing, but it is all part of God’s great plan and the results will be worth it! Like Kester, they were made to love and be loved.</li></ul>
<b>Me, My Body, My Health</b>
<ul style="list-style-type: none"><li>• Similarities and differences between people arise as they grow and mature, and that by living and working together (‘teamwork’) we create community;</li><li>• Self-confidence arises from being loved by God (not status, etc).</li><li>• That human beings are different to other animals;</li><li>• About the unique growth and development of humans, and the changes that girls will experience during puberty;</li><li>• About the need to respect their bodies as a gift from God to be looked after well, and dressed appropriately;</li><li>• The need for modesty and appropriate boundaries.</li><li>• That human beings are different in kind to other animals;</li><li>• About the unique growth and development of humans, and the changes that boys will experience during puberty;</li><li>• About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately;</li><li>• The need for modesty and appropriate boundaries.</li><li>• 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. (Note: this session may be expanded into further sessions to cover all of the DfE LO’s).</li></ul>
<b>Emotional Wellbeing</b>
<ul style="list-style-type: none"><li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li><li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media.</li><li>• To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.</li><li>• That some behaviour is wrong, unacceptable, unhealthy or risky.</li><li>• Emotions change as they grow up (including hormonal effects).</li><li>• To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action.</li><li>• 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.</li><li>• The difference between harmful and harmless videos and images.</li><li>• The impact that harmful videos and images can have on young minds.</li><li>• Ways to combat and deal with viewing harmful videos and images.</li></ul>
<b>Life Cycles</b>
<ul style="list-style-type: none"><li>• How a baby grows and develops in its mother’s womb.</li><li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</li><li>• Some practical help on how to manage the onset of menstruation.</li><li>• Basic scientific facts about sexual intercourse between a man and woman;</li><li>• The physical, emotional, moral and spiritual implications of sexual intercourse;</li><li>• The Christian viewpoint that sexual intercourse should be saved for marriage.</li></ul>
<b>Module Two – Created to Love Others</b>
<b>Religious Understanding</b>
<ul style="list-style-type: none"><li>• To know that God calls us to love others.</li><li>• To know ways in which we can participate in God’s call to us.</li></ul>



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## Personal Relationships

- Pressure comes in different forms, and what those different forms are.
- There are strategies that they can adopt to resist pressure.
- Understand what consent and bodily autonomy means.
- Discuss and reflect on different scenarios in which it is right to say 'no'.
- 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

## Keeping Safe

- 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.
- What the term cyberbullying means and examples of it.
- What cyberbullying feels like for the victim?
- How to get help if they experience cyberbullying.
- 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 parents, teachers and priests

## Module Three - Created to Live in Community

### Religious Understanding

- Know that God is Trinity - a community of persons;
- Know that the Church is the Body of Christ.
- Develop a deeper understanding of Catholic Social Teaching, so that pupils are growing to be:
  - Just, understanding that the way we live has an impact on others locally, nationally and globally
  - Self-giving, able to put aside their own wants for the common good, serving all of humanity and caring for creation
  - Equipped to calmly stand up for their faith, for friends and their community and for victims of injustice

### Living in the Wider World

- Learn to apply the principles of Catholic Social Teaching to current issues;
- Find ways in which they can spread God's love in their community.