

# St Teresa's R.C Primary School

## PSHE Curriculum

Cycle A – 24/25

Cycle B – 25/26

\*This includes where our RSE (Journey in Love) directly links and is highlighted in blue.



PSHE  
Statement of Intent

Our PSHE curriculum aims to give our children the knowledge, skills and attitudes that they need to navigate life in the 21<sup>st</sup> century. Using the Kapow scheme of learning, our curriculum covers key areas which will support children to make informed choices now and in the future around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

Closely linked to our R.E curriculum and mission statement, our curriculum focuses on ensuring that our children will grow to understand the importance of their actions, not only on themselves, but on others and their environment and understand that the little things that they can do, will make a big difference.

Our aspiration for our children is that they will have a willingness to try new things and persevere to show great resilience when faced with challenges. They will have a good understanding of how to stay safe, healthy and develop positive relationships. They will show a strong self-awareness and champion kindness at all times. Our children will understand how to manage their emotions; recognising the importance of mental health and well-being. By the time they leave St Teresa's, we will have developed children's values in order for them to become a positive member of the community, in a forever changing, diverse, multicultural society.

EYFS: Reception

Week	Autumn	Spring	Summer
<b>Week 1</b>	<p><u>Self-regulation: My feelings (6 lessons)</u></p> <p>Lesson 1: Identifying my feelings</p>	<p><u>Managing self: Taking on challenges (6 lessons)</u> Lesson 1: Why do we have rules?  <u>1.3.3.2. That their behaviour has an impact on the communities to which they belong</u></p>	<p><u>Building relationships: My family and friends (6 lessons)</u></p> <p>Lesson 1: Festivals</p>
<b>Week 2</b>	Lesson 2: Feelings jars	Lesson 2: Building towers	Lesson 2: Sharing
<b>Week 3</b>	Lesson 3: Coping strategies	Lesson 3: Team den building	Lesson 3: What makes a good friend?
<b>Week 4</b>	Lesson 4: Describing feelings <u>1.1.4.2 A language to describe feelings</u>	Lesson 4: Grounding	Lesson 4: Being a good friend <u>1.2.1.1 Friendly, able to make and keep friends</u> <u>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</u> <u>1.2.1.5. Courteous, learning to say, “please” and “thank you”</u> <u>1.2.1.6. Honest, able to tell the difference between truth and lies</u>
<b>Week 5</b>	Lesson 5: Facial expressions	Lesson 5: Team races	Lesson 5: Teamwork
<b>Week 6</b>	Lesson 6: Creating a calm corner <u>1.1.4.3 A basic understanding that feeling and action are 2 different things</u> <u>1.1.4.4 Simple strategies for managing feelings and behaviour</u> <u>1.1.4.5 Choices have consequences</u>	Lesson 6: Circus skills	Lesson 6: Celebrating friendships

<b>Week 7</b>	<u>Building relationships: Special relationships (6 lessons)</u> Lesson 1: My family	<u>Self-regulation: Listening and following instructions (6 lessons)</u> Lesson 1: Simon says	<u>Managing self: My wellbeing (6 lessons)</u> Lesson 1: What is exercise?
<b>Week 8</b>	Lesson 2: Special people <u>1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special</u>	Lesson 2: Listening to a story	Lesson 2: Yoga and relaxation
<b>Week 9</b>	Lesson 3: Sharing	Lesson 3: Pass the whisper	Lesson 3: Looking after ourselves <u>1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hand</u>
<b>Week 10</b>	Lesson 4: I am unique <u>1.1.3.1 We are all unique</u>	Lesson 4: Obstacle race	Lesson 4: Being a safe pedestrian
<b>Week 11</b>	Lesson 5: My interests <u>1.1.4.1 We all have different likes and dislikes</u>	Lesson 5: Blindfold walk	Lesson 5: Eating healthily <u>1.1.3.6 What constitutes a healthy lifestyle including physical activity, dental health and healthy eating.</u>
<b>Week 12</b>	Lesson 6: Similarities and differences	Lesson 6: Treasure hunt	Lesson 6: A rainbow of food

Please note that our reception units have not been organised into Cycle A and Cycle B because they follow the EYFS framework, rather than the statutory guidance for RSE, like our other year groups.

Families and relationships – Autumn 1		Health and wellbeing – Autumn 2	
	<u>Cycle A – 24/25</u>	<u>Cycle B 25/26</u>	
	<u>Cycle A 24/25</u>	<u>Cycle B -25/26</u>	
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	My Healthy Self Understanding my feelings
2	Family* 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family	Family* 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family	Relaxation – laughter and progressive muscle relaxation  Steps to success
3	Friendships* 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them	Friendships* 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them	What am I like? 1.1.3.2 We all have individual gifts and talents  Developing a growth mindset
4	Families are all different 1.2.3.3. There are different family structures and these should be respected	Other people’s feelings 1.1.1.4 – Patient when they do not always get what they want.	Ready for bed?  Being active

5	<p>Other people's feelings</p> <p>1.1.1.4 – Patient when they do not always get what they want.</p> <p>1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them;</p>	<p>Getting along with others*</p> <p>1.1.1.4 – Patient when they do not always get what they want.</p>	<p>Hand washing and personal hygiene</p> <p>1.1.3.5 How to maintain personal hygiene</p>	<p>Relaxation: breathing exercises</p>
6	<p>Getting along with others*</p> <p>1.2.3.1. The characteristics of positive and negative relationships</p>	<p>Friendship problems*</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p> <p>1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable</p>	<p>Sun safety</p>	<p>Healthy diet</p>
7	<p>Friendship problems*</p> <p>1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours</p> <p>1.2.3.7. To recognise when people are being unkind to them and others and how to respond</p>	<p>Gender stereotypes*</p>	<p>Allergies</p>	<p>Looking after our teeth</p>

	1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable			
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

Safety and the changing body – Spring 1		Citizenship – Spring 2	
	<u>Cycle A</u>	<u>Cycle B</u>	
1	Communicating with adults* 1.2.4.6. Who to go to if they are worried or need help	Communicating with adults* 1.2.4.6. Who to go to if they are worried or need help	Rules*
2	People who help to keep us safe in our local community 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Road safety*	Similar, yet different *
3	Road safety*	Safety at home	Belonging
4	Safety with medicines*	Safety with medicines*	Job roles in the community
			Caring for others: Animals
			The needs of others

5	Making a call to the emergency services	What to do if I get lost	Our school environment 1.3.3.4. About what harms and improves the world in which they live	Democratic decisions
6	The difference between secrets and surprises 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets	The internet	Our local environment	School council
7	Appropriate contact* 1.2.4.5. Importance of seeking and giving permission in relationships	Appropriate contact* 1.2.4.5. Importance of seeking and giving permission in relationships		Giving my opinion
8	My private parts are private* 1.1.3.3 Names of the external parts of the body. 1.1.3.4 Similarities and differences between girls and boys. 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation	My private parts are private* 1.1.3.3 Names of the external parts of the body. 1.1.3.4 Similarities and differences between girls and boys.		

9	Personal boundaries* 1.1.1.1 Respectful of their own bodies and character	Personal boundaries* 1.1.1.1 Respectful of their own bodies and character		
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## Economic Wellbeing Summer 1

	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Money*	Money*
<b>2</b>	Needs and wants*	Needs and wants*
<b>3</b>	Looking after money	Saving and spending
<b>4</b>	Banks and building societies*	Banks and building societies*
<b>5</b>	Jobs*	Jobs*

## Transition

	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Transition lesson*	Transition lesson*

Class 4		Class 4		
Families and relationships – Autumn 1		Health and wellbeing – Autumn 2		
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying* 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky	Friendship issues and bullying* 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky	Healthy families 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me 2.1.1.1. Respectful of their own bodies, character and giftedness	Meaning and purpose - my role 2.1.3.3. Each person has a purpose in the world
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems

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6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships 2.2.1.1. Loyal, able to develop and sustain friendships	Communicating my feelings*	Communicating my feelings*
8	Respecting differences* 2.1.3.3. Each person has a purpose in the world	Respect and manners	My happiness	Mental health
9	Change and loss - bereavement* 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes	Respecting differences		

Safety and the changing body – Spring 1		Citizenship – Spring 2	
Cycle A		Cycle B	
1	Be kind online	Fake emails	Recycling / reusing* Recycling? reusing*

2	Cyberbullying 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond	Internet safety: age restrictions 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
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Economic Wellbeing – Summer 1		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Lesson 1:	Spending choices*
<b>2</b>	Lesson 2: Keeping money safe	Budgeting*
<b>3</b>	Lesson 3: Imagining our financial future	Money and emotions *
<b>4</b>	Lesson 4: The risks of gambling	Jobs and careers*
<b>5</b>	Lesson 5: Workplace environments	Jobs for me
Transition		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Career routes	Coping strategies*

Class 5 Families and relationships – Autumn 1		Class 5 Health and wellbeing – Autumn 2		
	<u>Cycle A – Y4</u>	<u>Cycle B – Y5</u>	<u>Cycle A – Y4</u>	<u>Cycle B – Y5</u>
1	Introduction to PSHE	Introduction to PSHE	Lesson 1: Looking after our teeth	Lesson 1: Relaxation: Yoga
2	Lesson 1: Respect and Manners 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people’s personal space and respect the ways in which they are different	Lesson 1: Build a friend	Lesson 2: Relaxation: Visualisation	Lesson 2: The importance of rest
3	Lesson 2: Healthy friendships 2.2.1.6. Honest, committed to living truthfully and with integrity	Lesson 2: Friendship skills 2.2.1.5. Courteous in their dealings with friends and strangers	Lesson 3: Celebrating mistakes 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships	Lesson 3: Embracing failure 2.1.1.6. Determined and resilient in the face of difficulty
4	Lesson 3: How my behaviour affects others	Lesson 3: Marriage 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the	Lesson 4: Meaning and purpose: My role	Lesson 4: Going for goals 2.1.1.5. Discerning in their decision making

		Church, marriage has a special significance as one of the sacraments		
5	Lesson 4: Bullying	Lesson 4: Respecting myself 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves	Lesson 5: My happiness	Lesson 5: Taking responsibility for my feelings 2.1.1.7. Courageous in the face of new situations and in facing their fears
6	Lesson 5: Stereotypes: Gender	Lesson 5: Family life 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.5. The characteristics of a healthy family life	Lesson 6: Emotions 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media)	Lesson 6: Healthy meals
7	Lesson 6: Stereotypes: Disability 2.1.3.3. Each person has a purpose in the world	Lesson 6: Bullying	Lesson 7: Mental health	Lesson 7: Sun safety

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<b>8</b>	Lesson 7: Families in the wider world	Lesson 7: Stereotyping: gender 2.1.3.3. Each person has a purpose in the world		
<b>9</b>	Lesson 8: Change and loss 2.1.2.4. Life is precious and their body is God's gift to them	Lesson 8: Stereotypes: Race and religion 2.1.3.3. Each person has a purpose in the world		

Safety and the changing body – Spring 1		Citizenship – Spring 2		
Cycle A – Year 4		Cycle B – Year 5		
Cycle A – Year 4		Cycle B – Year 5		
<b>1</b>	Lesson 1: Internet safety: Age restrictions	Lesson 1: Online friendships	Lesson 1: What are human rights? 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond	Lesson 1: Breaking the law
<b>2</b>	Lesson 2: Share aware	Lesson 2: Staying safe online	Lesson 2: Caring for the environment	Lesson 2: Rights and responsibilities
<b>3</b>	Lesson 3: First Aid: Asthma	Lesson 3: Puberty	Lesson 3: Community 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them	Lesson 3: Protecting the planet

			<p>2.2.4.7. How to report and get help if they encounter inappropriate materials or messages</p> <p>2.2.4.8. To keep asking for help until they are heard</p>	
4	Lesson 4: Privacy and secrecy	Lesson 4: Menstruation	Lesson 4: Contributing	<p>Lesson 4: Contributing to the community</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>
5	Lesson 5: Consuming information online	Lesson 5: Emotional changes in puberty	Lesson 5: Diverse communities	<p>Lesson 5: Pressure groups</p> <p>2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with “dares” and other ways in which people can be pressurised</p>

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6	Lesson 6: Growing up	Lesson 6: First Aid: Bleeding and head injuries.	Lesson 6: Local councillors	Lesson 6: Parliament
7	<p>2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>Year 4: Introducing puberty</p>	Lesson 7: Alcohol, drugs and tobacco: Making decisions		
8	Lesson 8: Tobacco	<p>Year 3: First Aid: Emergencies and calling for help</p> <p>Year 4: Introducing puberty</p> <p>Year 3: Road safety Year 4: Growing up</p>		

Economic Wellbeing – Summer 1		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Lesson 1:	Lesson 1: How can we make our money stretch further?
<b>2</b>	Lesson 2: Keeping money safe	Lesson 2: How should I budget for the week?
<b>3</b>	Lesson 3: Imagining our financial future	Lesson 3: Borrowing and loaning
<b>4</b>	Lesson 4: The risks of gambling	Lesson 4: Risks handling money online
<b>5</b>	Lesson 5: Workplace environments	Lesson 5: Why challenge workplace stereotypes?
Transition		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Career routes	Coping strategies Finding a suitable career

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Families and relationships		Health and wellbeing		
	<u>Cycle A</u>	<u>Cycle B</u>		
			<u>Cycle A</u>	
			<u>Cycle B</u>	
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation – mindfulness 2.1.3.2. Strategies to develop self-confidence and self-esteem
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be? 2.1.2.3. God has created us for a purpose (vocation)
3	Respect* 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself 2.1.2.4. Life is precious and their body is God’s gift to them	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox

<b>6</b>	Bullying	<p>Stereotyping</p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p>	<p>Healthy meals</p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>	<p>Immunisation</p> <p>2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p>
<b>7</b>	Stereotyping	<p>Challenging stereotypes</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p>	<p>Sun safety</p>	<p>Physical health concerns</p>
<b>8</b>	<p>Challenging stereotypes</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p>	<p>Change and loss</p>		<p>Good and bad habits</p> <p>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p>

<b>Safety and the changing body</b>		<b>Citizenship</b>	
<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>

1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty	Rights and responsibilities* 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers	Rights and responsibilities* 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers

6	<p>2.1.5.3. The nature and role of menstruation in the fertility cycle</p> <p>2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova</p>	<p><u>Year 5: Menstruation</u> <u>Year 6: Conception</u></p>	<p>Parliament and national democracy*</p>	<p>Parliament and national democracy*</p>
7	<p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p>	<p><u>Year 5: Emotional changes in puberty</u> <u>Year 6: Pregnancy and birth</u></p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>
8	<p><u>Year 5: Emotional changes in puberty</u> <u>Year 6: Pregnancy and birth</u></p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>	<p style="background-color: #cccccc;"></p>

Economic wellbeing		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Borrowing	Attitudes to money
<b>2</b>	Income and expenditure	Keeping money safe
<b>3</b>	Prioritising spending	Stereotypes in the workplace
<b>4</b>	Risks with money	Gambling
<b>5</b>	Careers*	Careers*
Identity		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Year 6: What is identity?	Year 6: What is identity?
<b>2</b>	Year 6: Identity and body image	Year 6: Identity and body image
Transition lesson		
	<u>Cycle A</u>	<u>Cycle B</u>
<b>1</b>	Roles and responsibilities*	Roles and responsibilities*

This page shows recent updates that have been made to this document.

Date	Update
26.07.22	Links corrected, Identity lesson removed to reflect website content.
19.08.22	Name change of two Y3/4 lessons p.15
09.02.23	EYFS: Reception units added.
21.02.23	New lessons added to Y1/2 <i>Personal boundaries</i> and Y3/4 <i>Communicating my feelings</i> .
10.05.23	Added in a statement saying 'You are welcome to share the Kapow Primary puberty video content with parents either in school or via video call' on p.7. Added a link to Teaching online safety in schools guidance and our mapping document p.3.