



## PHSCE OVERVIEW

**STATEMENT OF INTENT:** At St Peter and Paul's, our school values, rooted in the gospel, permeate our curriculum, and individuals grow in the knowledge and love of Christ. Our love for God is displayed in how we treat others. We have a whole-school approach to behaviour, safety and learning, and improving mental and physical wellbeing. Children's emotional health and wellbeing has a huge impact on their ability to learn. A whole-school approach is vital to improving children's emotional health and wellbeing, helping to keep them safe, improve behaviour and raise achievement.

At St Peter and Paul's, we ensure it is a safe place for children to thrive. Lessons have been devised to promote respectful, caring attitudes that celebrate difference, providing an environment for children to be confident, successful learners. Assemblies and Value days help to promote and embed whole-school values.

At our school, lessons promote excellent teaching and learning strategies; including principles of Growth Mindset. Spiritual, moral, social and cultural (SMSC) aspects of both the taught curriculum and overall school ethos are explored throughout. Key safeguarding issues are explored through lesson plans designed to develop children's life skills, helping them to be confident and safe. The promotion of 'British values' is central to Catholic education because they have their origin in the Christian values of our nation. These values: democratic rule of law, individual liberty, mutual respect and tolerance of those of different faith and beliefs, permeate throughout.

At St Peter and Paul's, we promote the skills and confidence to help children find their voice and help them to feel part of the school and wider community. Through the activities and ethos, children develop decision-making and critical thinking skills as well as learning to work cooperatively and openly. We focus on the importance of children listening to and respecting the views of others, whilst being confident to think through and assert their own.

Our embedded values, through our range of resources, can help vulnerable children develop the awareness and confidence to seek help when living with situations that put their mental health and wellbeing at risk.

### NURSERY

Nursery follow Think Equal Level 1 throughout the year (This is a programme focusing on gender equality, empathy, social, emotional, ethical, emotions decision-making, and the RULER programme )

| AUTUMN  |   | SPRING   |  | SUMMER   |  |
|---|---|--|--|--|--|
| Me and My Relationships   | Valuing Difference  | RHSE-TenTen-life to the full   | Keeping safe   | Rights and Respect   | Being my best  |
| Marvellous me!<br><br>I'm special<br><br>People who are special to me | Me and my friends<br><br>Friends and family<br><br>Including everyone | Nursery Module 2<br>Role model<br>Who's who?<br>You've got a friend in me<br>Forever friends<br>Safe inside and out<br>My body, my rules<br>Feeling poorly<br>People who help us | People who help me and keep me safe<br><br>Safety Indoors and Outdoors<br><br>What's safe to go into my body | Looking after myself<br><br>Looking after others<br><br>Looking after my environment | What does my body need?<br><br>I can keep trying<br><br>I can do it! |

### RECEPTION

Reception follow Think Equal Level 2 throughout the year (This is a programme focusing on gender equality, empathy, social, emotional, ethical, emotions decision-making, and the RULER programme )

| AUTUMN  |   | SPRING  |   | SUMMER  |   |
|---|---|---|---|---|---|
| Me and My Relationships                                     | Valuing Difference  | RHSE-TenTen-life to the full  | Keeping safe  | Rights and Respect                                | Being my best   |
| What makes me special<br>People close to me<br>Getting help | Similarities and difference<br>Celebrating difference<br>Showing kindness | Reception Module 1<br>Handmade with love<br><br>I am me<br><br>Heads, shoulders, knees and toes | Keeping my body safe<br>Safe secrets and touches<br>People who help to keep us safe | Looking after things: friends, environment, money | Keeping by body healthy – food, exercise, sleep<br>Growth Mindset |

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|  |  | Ready, Teddy?<br>I like, you like,<br>we all like<br>Good feelings,<br>bad feelings<br>Let's get real<br>Growing up |  |  |  |
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### YEAR 1

| AUTUMN  |  | SPRING   |  | SUMMER   |   |
|---|--|--|--|--|---|
| Me and My Relationships   | Valuing Difference   | RHSE-<br>TenTen-life<br>to the full  | Keeping safe   | Rights and Respect   | Being my best   |
| Why we have classroom rules<br><br>How are you listening?<br><br>Thinking about feelings<br><br>Our feelings<br><br>Feelings and bodies<br><br>Good friends | Unkind, tease or bully?<br><br>School rules<br><br>It's not fair!<br><br>Who are our special people? | Module 2<br>Created to Love Others and God Loves You<br><br>Special People<br><br>Treat Others well..... and Say Sorry<br><br>Being Safe<br><br>Good and Bad Secrets<br>Physical Contact<br><br>Harmful Substances<br><br>Created to Live in Community<br><br>Who is My Neighbour? | Super sleep<br><br>Who can help? (1)<br><br>Good or bad touches?<br><br>Sharing pictures | Around and about the school<br><br>Taking care of something<br><br>Money<br><br>How should we look after our money?<br><br>Basic first aid | Eat well<br><br>Washing<br><br>Catch it! Bin it! Kill it!<br><br>Praising |

### YEAR 2

| AUTUMN   |  | SPRING   |   | SUMMER   |  |
|--|--|--|---|--|--|
| Me and My Relationships  | Valuing Difference   | RHSE-<br>TenTen-life<br>to the full  | Keeping safe  | Rights and Respect   | Being my best  |
| Our ideal classroom<br><br>How are you feeling today?<br><br>Let's all be happy!<br><br>Being a good friend<br><br>Types of bullying<br><br>Don't do that! | What makes us who we are?<br><br>My special people<br><br>How do we make others feel?<br><br>When someone is feeling left out<br><br>An act of kindness<br><br>Solve the problem | Module 1<br><br>I am Unique<br><br>Girls and Boys<br><br>Clean & Healthy<br><br>Feelings, Likes and Dislikes<br><br>Feeling Inside<br><br>Anger<br><br>The Cycle of Life<br><br>Three in One<br>Who Is My Neighbour? | How safe would you feel?<br><br>I don't like that!<br><br>Fun or not?<br><br>Should I tell? | Getting on with others<br><br>When I feel like erupting<br><br>Feeling safe<br><br>Playing games<br><br>Saving money<br><br>How can we look after our environment? | You can do it!<br><br>My day<br><br>Keep clean and healthy<br><br>What does my body do?<br><br>Basic first aid |

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|  |   | The Communities We Live In  |  |   |   |
| <b>YEAR 3</b>  |   |   |  |   |   |
| <b>AUTUMN</b>  |   | <b>SPRING</b>   |  | <b>SUMMER</b>   |   |
| <b>Me and My Relationships</b>   | <b>Valuing Difference</b>   | <b>RHSE-TenTen-life to the full</b>   | <b>Keeping safe</b>  | <b>Rights and Respect</b>   | <b>Being my best</b>  |
| As a rule<br><br>Looking after our special people<br><br>How can we solve this problem?<br><br>Friends are special<br><br>Thunks Dares | Respect and challenge<br><br>Family and friends<br><br>My community Our friends and neighbours<br><br>Let's celebrate our differences               | Module 2<br>Jesus, My Friend<br><br>Friends, Family and Others<br>When Things Feel Bad<br><br>Sharing Online<br><br>Chatting Online<br><br>Safe in my body<br><br>Drugs, alcohol and Tabacco<br><br>First Aid Heroes<br><br>A community of Love<br><br>What is the Church?<br><br>How do I love others? | Danger or risk?<br><br>Help or harm?<br><br>Alcohol and cigarettes: the facts  | Helping each other to stay safe<br><br>Our helpful volunteers<br><br>Can you afford it?<br><br>Earning money<br><br>Environment project                           | Healthy eating<br><br>Poorly<br><br>For or against?<br><br>I am fantastic!<br><br>Top talents                 |
| <b>YEAR 4</b>  |   |   |  |   |   |
| <b>AUTUMN</b>  |   | <b>SPRING</b>   |  | <b>SUMMER</b>   |   |
| <b>Me and My Relationships</b>   | <b>Valuing Difference</b>   | <b>RHSE-TenTen-life to the full</b>   | <b>Keeping safe</b>  | <b>Rights and Respect</b>   | <b>Being my best</b>  |
| Ok or not ok?<br><br>Different feelings<br><br>Under pressure  | Can you sort it?<br><br>What would I do?<br><br>The people we share our world with<br><br>That is such a stereotype!<br><br>Friend or acquaintance? | Module 1<br>Understanding Get Up!<br><br>We Don't Have to be the Same<br><br>Respecting our Bodies<br><br>What is Puberty?<br><br>Changing Bodies<br><br>What am I Feeling?<br><br>What Am I Looking at?<br><br>I am Thankful   | Danger, risk or hazard?<br><br>How dare you!<br><br>Keeping ourselves safe<br><br>Picture wise<br><br>Medicines: check the label | Who helps us stay healthy and safe?<br><br>It's your right<br><br>How do we make a difference?<br><br>In the news!<br><br>Safety in numbers<br><br>Why pay taxes? | What makes me ME!<br><br>Making choices<br><br>Seven Rs<br><br>My school community (1)<br><br>Basic first aid |

|   |  | Life Cycles<br><br>A Community of Love<br><br>What is the Church?<br><br>How do I Love Others?  |  |  |   |
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| YEAR 5  |  |   |  |  |   |
| AUTUMN  |  | SPRING  |  | SUMMER   |   |
| Me and My Relationships   | Valuing Difference   | RHSE-<br>TenTen-life<br>to the full   | Keeping safe   | Rights and Respect   | Being my best   |
| Collaboration Challenge!<br><br>Give and take<br><br>How good a friend are you?<br><br>Relationship cake recipe<br><br>Our emotional needs<br><br>Being assertive | Qualities of friendship<br><br>Kind conversations<br><br>Happy being me<br><br>Is it true?<br><br>Stop, start, stereotypes   | Under Pressure<br><br>Self-Talk<br><br>Sharing Isn't always Caring<br><br>Cyberbullying<br><br>Types of Abuse<br><br>Impacted Lifestyles<br><br>Making Good Choices<br><br>Giving Assistance  | Spot bullying<br><br>Decision dilemmas<br><br>Vaping: healthy or unhealthy?<br><br>Would you risk it?  | What's the story?<br><br>Fact or opinion?<br><br>Rights, respect and duties<br><br>Spending wisely<br><br>Lend us a fiver!   | It all adds up!<br><br>Different skills<br><br>My school community<br><br>Independence and responsibility<br><br>Star qualities?<br><br>Basic first aid, including Sepsis Awareness |
| YEAR 6  |  |   |  |  |   |
| AUTUMN  |  | SPRING  |  | SUMMER   |   |
| Me and My Relationships   | Valuing Difference   | RHSE-<br>TenTen-life<br>to the full   | Keeping safe   | Rights and Respect   | Being my best   |
| Working together<br><br>Solve the friendship problem<br><br>Behave yourself<br><br>Assertiveness skills<br><br>Don't force me<br><br>Acting appropriately         | OK to be different<br><br>We have more in common than not<br><br>Respecting differences<br><br>Tolerance and respect for others<br><br>Advertising friendships!<br><br>Boys will be boys? - challenging gender stereotypes | Module 1<br><br>Gifts and Talents<br><br>Girls' Bodies<br><br>Boys' Bodies<br><br>Spots and Sleep<br><br>Body Image<br><br>Peculiar Feelings<br><br>Emotional Changes<br><br>Seeing Stuff Online<br><br>Making Babies<br><br>Menstruation | Think before you click!<br><br>To share or not to share?<br><br>What sort of drug is...?<br><br>Drugs: it's the law!<br><br>Alcohol: what is normal? | Two sides to every story<br><br>Fakebook friends<br><br>What's it worth?<br><br>Happy shoppers - caring for the environment<br><br>Democracy in Britain 1 – Elections<br><br>Democracy in Britain 2 - How (most) laws are made | This will be your life!<br><br>Our recommendations<br><br>Risks<br><br>Basic first aid, including Sepsis Awareness<br><br>Five Ways to Wellbeing project                            |

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|   |  | Community<br>The Trinity<br>Catholic Social<br>Teaching<br>Reaching Out |  |  |  |
| <ul style="list-style-type: none"> <li>• <i>Charity-Macmillan-September</i></li> <li>• <i>Parliament Week - November</i></li> <li>• <i>Friendship Week – November</i></li> <li>• <i>Tree Day-November</i></li> <li>• <i>Earth Week - April</i></li> <li>• <i>Safer Internet-February</i></li> <li>• <i>Mental Health Week-May</i></li> <li>• <i>World Loneliness Day-June</i></li> <li>• <i>Judaism/ Hinduism/ Islam Week</i></li> <li>• <i>SCARF bus- October</i></li> <li>• <i>Debt Awareness-October and July</i></li> <li>• <i>Crucial Crew</i></li> <li>• <i>Fort Alice</i></li> </ul> |  |   |  |  |  |