



CATHOLIC BISHOPS' CONFERENCE OF ENGLAND AND WALES
39 Eccleston Square, London SW1V 1BX www.catholicchurch.org.uk

20th March 2017

Dear Friends,

On the 20th March last year, following one of the Catholic Church's most extensive and wide-ranging consultation with bishops and theologians, Pope Francis made public his Apostolic Exhortation on relationships, love and the family. He entitled it *Amoris Laetitia* (The Joy of Love) and it was the most remarkable of documents.

The Exhortation coincided with the Year of Mercy, which ended in November last year, and picked up on the need for mercy when faced with the challenges and difficulties that accompany all relationships. It also issued a challenge. Pope Francis questioned whether educational institutions had taken heed of the Second Vatican Council when it spoke of the need for 'a positive and prudent sex education to be imparted to children and adolescences as they grow older'.

To mark the first anniversary of *Amoris Laetitia* we have taken up this challenge and produced a guide for all those charged with the duty of teaching young people about healthy and loving relationships. We hope this will support parents, teachers, catechesis and those in the wider Catholic community.

We have called this document *Learning to Love*. This is because all of us, no matter what stage of life we are in, never stop learning how to love. When it comes to love and relationships, the pressures on young people are greater than they have ever been and we all need to recognise that without providing an education in this area, we leave young people vulnerable to receiving this information second hand and from potentially damaging sources.

Because we expect all Catholic schools to make space in the curriculum for Relationship and Sex Education, this document is here to help present the Church's teaching effectively, engagingly and in a way which is accessible to all those involved in educating young people.

We hope all those tasked with educating young people about healthy and loving relationships find *Learning to Love* helpful.

With every good wish and blessing,

The Most Rev. Malcolm McMahon OP

Chair of the Bishops' Conference Department of Catholic Education and Format

AUTUMN TERM The Foundation Stage - Reception Class						
Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chl'n are able to:</i>	ELGs K&UW (P&C) PD (H&S-C)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers You could:
<p>Domestic church Family – Myself: Why am I Precious? God knows and loves each one of us</p>	<p>Show self-confidence and self-awareness: <i>Try new activities Say what they like or dislike</i> <i>Speak in a group</i> <i>Talk about their ideas</i> <i>Chose resources</i> <i>Say if they do or don't need help</i></p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. (P&C)</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently (H&S-C)</p>	<p>know they have a body – a gift from God hear about babies growing into children and adults name main parts of the body. Include genitals if when consulted with parents it is agreed to do so.</p> <p>explore what is needed for growth: love, food shelter, etc. hear that they are created by God hear that each person is a unique gift of God know that babies have special needs</p>	<p>SEAL ~ NEW BEGINNINGS Belonging I know I belong to my class/group. I know the people in my class/group. I like belonging to my group/class/school. I know that people in my group/class like me. I like the ways we are all different. Self-awareness I can tell you something special about me. Understanding my feelings I can tell if I am happy or sad. I can let you know if I feel happy, excited, sad or scared. I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people). Managing my feelings I know some ways to calm myself down when I feel scared or upset. Understanding the feelings of others I know that everybody in the world has feelings. Social skills I can share in a group. I can take turns in a group. I can join in with other children playing a game. I know how to be kind to people who are new or visiting the classroom. Understanding rights and responsibilities I know what to do in my classroom/setting.</p>	<p>Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p>Additional Resources</p> <p>'This is me' words to describe me http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame All About Me Booklet http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal Emotion Discs http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs My 5 Senses http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/</p>						

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chIn are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Baptism/confirmation belonging – Welcome: Why is welcoming important? Baptism; a welcome to God's family</p>	<p>Manage feelings and behaviour: <i>Talk about how they and others feel</i> <i>Talk about they and others behave</i> <i>Talk about consequences for behaviour</i> <i>Know some behaviour is unacceptable</i> <i>Work as a class or part of a group</i> <i>Understand and follow rules</i> <i>Adjust behaviour to different situations</i> <i>Adapt to changes in routine</i></p>		<p>know that family and friends should care for each other explore the rituals that mark and celebrate birth know that they belong to various groups such as family, church and school</p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship I can play with other children. I know how to be friendly. I can say sorry when I have been unkind. Working together I can work in a group with other children. I can take turns when I play a game. I can wait for my turn to say something in the classroom. I can share a toy. I can ask for help when I am stuck. Managing feelings – anger I can express my feelings when I am angry. I can make myself feel better when I am angry. Resolving conflict I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don't agree. Understanding my feelings I can tell when I am feeling angry. I can tell when other people are angry.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> • Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. • Discuss with parents whom they trust and what they would do. • I feel safe with _____ • I don't feel safe with _____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
<p>Additional Resources</p> <p>Wigit emotion cards http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/</p> <p>Good to be me display/ideas http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack Family tree template http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/</p>						

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chln are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Advent/ Christmas loving Birthday: Why do we celebrate Birthdays? Looking forward to Jesus' birthday</p>	<p>Make relationships: <i>Play co-operatively, take turns</i> <i>Take account of one another's ideas</i> Show sensitivity to others' needs and feelings <i>Form positive relationships with both adults and other children</i> Hear about the different types of families Explore the roles of individuals in the family</p>		<p>Become aware of the school as a caring community recognise and deal with feelings in a positive way</p>	<p>SEAL ~ SAY NO TO BULLYING! I know I belong in my classroom. I like the ways we are all different and can tell you something special about me. I can tell you some ways in which children can be unkind and bully others. I can tell you how it feels when someone bullies you. I can be kind to children who have been bullied. I know who I could talk to in school if I was feeling unhappy or being bullied. I know what to do if I am bullied.</p> <p>ANTI-Bullying Week Activities</p> <p>www.kidscape.org.uk/resources www.anti-bullyingalliance.org.uk</p>	<p>Sharing our World Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others. Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>

Additional Resources

Healthy lifestyle website <http://www.nhs.uk/change4life/Pages/Default.aspx> Eating healthily, looking after selves <http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity>

SPRING TERM The Foundation Stage - Reception Class

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chiln are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Local church Community Celebrating: What and why do people celebrate? People celebrate in Church	Show Self-confidence and self-awareness: <i>Try new activities</i> <i>Say what they like or dislike</i> <i>Speak in a group</i> <i>Talk about their ideas</i> <i>Chose resources</i> <i>Say if they do or don't need help</i>		know who to go to when help is needed recognise that they belong to a distinct family group know that family and friends should care for each other become aware of their special place within the family know that they belong to various groups, such as family, parish and school know about people who can keep them safe	SEAL - GOING FOR GOALS Knowing myself I know that I can do more things now than I could when I was younger. I know that I will be able to do more things when I am older. I know that we are all good at different things. I can tell you what I like doing and learning. I can try new things in my learning. Setting a realistic goal I can tell you what a goal is. I can set a goal for myself. I can tell you what I want to achieve and how I am going to do so. Planning to reach a goal I can say what I am going to do next. Persistence I can focus my attention and start a task. I can sustain my attention. I can work hard to achieve my goal. I know that working hard is important to reaching my goal. Evaluation and review I can tell you what I have done and the things that worked well.	Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>

Additional Resources

Racial equality <http://www.childrenwebmag.com/content/view/290>

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chl n are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Eucharist Relating Gathering: Why do people gather together?</p> <p>The parish family gathers to celebrate the Eucharist</p>	<p>Manage feelings and behaviour:</p> <p><i>Talk about how they and others feel Talk about they and others behave Talk about consequences for behaviour Know some behaviour is unacceptable Work as a class or part of a group Understand and follow rules Adjust behaviour to different situations Adapt to changes in routine</i></p>		<p>recognise that they belong to a distinct family group know that family and friends should care for each other know that they belong to various groups, such as family, parish and school recognise how their behaviour affects other people reflect on the experiences of working together, sharing and playing together</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card ‘words to make the world a better place’. Parent /carer to tick where appropriate. (See Parent’s Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back. Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. <p>Discuss how we can ‘care for the planet’ in some way.</p>
Additional Resources						

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chl n are able to:</i>	ELGs K&UW (W) PD (H&S-C)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Lent/Easter Giving Growing: How and why do things grow? Looking forward to Easter	Make relationships: <i>Play co-operatively, take turns</i> <i>Take account of one another's ideas</i> Show sensitivity to others' needs and feelings Form positive relationships with both adults and other children	They make observations of animals and plants and explain why some things occur, and talk about changes (W) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe(H&S-C)	Recognise, name and deal with their feelings in a positive way act in a considerate way towards others listen to other people, and play and work cooperatively recognise and appreciate growing things know that all household products, including medicines, can be harmful if not used properly be aware that loss is part of life	SEAL - GOOD TO BE ME Knowing myself I can tell you the things I like doing and the things I don't like doing. I can say how I feel when I am feeling proud. Understanding my feelings I can tell when I am feeling excited. I can tell or show how I feel when I am excited. I can say and show you when I am feeling good and happy. I can tell or show what feeling proud looks like. Managing my feelings I can stay still and quiet for a short time. I can relax with help. Standing up for myself I can say what I need. I can stand up for my own needs and rights without hurting others.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources Sam's Seeds –Story and PPoint http://www.twinkl.co.uk/resources/plants-and-growth						

SUMMER TERM The Foundation Stage - Reception Class						
Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chiln are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Pentecost Serving Good News: What is the Good News? Passing on the Good news of Jesus	Show Self-confidence and self-awareness: <i>Try new activities</i> <i>Say what they like or dislike</i> <i>Speak in a group</i> <i>Talk about their ideas</i> <i>Chose resources</i> <i>Say if they do or don't need help</i>		develop an awareness of the need for exercise and rest and make simple choices that improve their health and wellbeing explore different ways of communicating learn that family and friends should care for each other recognise and deal with feelings in a positive way		Picture my World – About CAFOD Picture my World - emergencies	<ul style="list-style-type: none"> Send a scripture quote to parents / carers so they can talk to their children about it. Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. Invite parents / carers to Key Stage assemblies on safety in the home and at school. Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
Additional Resources http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship http://www.oxfam.org.uk/education/resources/your-world-my-world						

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chln are able to:</i>		Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Reconciliation Inter-relating</p> <p>Friends: Is it good to have friends? Friends of Jesus</p>	<p>Manage feelings and behaviour: <i>Talk about how they and others feel</i> <i>Talk about they and others behave</i> <i>Talk about consequences for behaviour</i> <i>Know some behaviour is unacceptable</i> <i>Work as a class or part of a group</i> <i>Understand and follow rules</i> <i>Adjust behaviour to different situations</i> <i>Adapt to changes in routine</i></p>		<p>recognise right and wrong and learn to take responsibility for choices and actions recognise what they like and dislike, what is fair and unfair learn to say sorry experience forgiveness hear about God's unconditional love agree to and follow rule for their group and classroom and understand how rules help them</p>	<p>SEAL - Relationships Understanding my feelings I can tell when I am feeling sad or angry. I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair. I can tell you how I feel if I am missing someone or have lost someone or something I care about. Managing my feelings I am beginning to understand that if someone leaves me they can still love me. I can remember someone I care about even if they are not there. I can talk about how I can feel better when I am feeling sad or am missing someone. Understanding the feelings of others I can tell if someone is happy, sad or angry. Making choices I can tell you what is fair and unfair. I can tell you when I think things are fair or unfair. I know some ways I can make things fair.</p>		<ul style="list-style-type: none"> • Invite parents / carers to a service of reconciliation. • Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. • Send home some 'sorry' prayers that parents/carers and children can say together. <p>Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.</p>
Additional Resources						

Come & See Topics	ELGs PSED Opportunities for pupils to: <i>So chln are able to:</i>	ELGs K&UW (W)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Universal Church World</p> <p>Our world: What makes our world so wonderful? God's wonderful world</p>	<p>Make relationships:</p> <p><i>Play co-operatively, take turns</i> <i>Take account of one another's ideas</i> <i>Show sensitivity to others' needs and feelings</i> <i>Form positive relationships with both adults and other children</i></p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another (W)</p>	<p>develop the concept of sharing and taking turns recognise how their behaviour affects other people become aware that they have responsibilities within their family identify and respect the similarities and differences between people and recognise and celebrate their own culture know what improves and harms their local, natural and built environments and about some of the ways people look after them</p>	<p>SEAL - CHANGES</p> <p>Knowing myself I can tell you what I can do now that I couldn't do when I started school/nursery. I can tell you how I have changed.</p> <p>Understanding my feelings I can remember feelings I have had, and why I felt like that. I can sometimes tell you how change makes me feel. When I feel bad, I know that it helps to do something different.</p> <p>Understanding the feelings of others I know that sometimes when people are not very nice to me it is because they don't feel very good inside. I know how to help someone when they are feeling sad.</p> <p>Making choices I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. <ul style="list-style-type: none"> Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives. Talk about those who help in our community including the PP.</p>
<p>Additional Resources</p>						

AUTUMN TERM Year 1

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Domestic church Family Families: Why do we have a family? Who is my family? God's love and care for every family	<p>Know they are created to live in our society and the wider world</p> <p><i>That they belong to various groups as communities such as home, school and parish.</i></p> <p><i>Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.</i></p>	<p>Identify, name, draw and label the basic parts of the human body and say what part of the body is associated with each sense.</p> <p><i>Pupils should have opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body Include genitals if when consulted with parents it is agreed to do so. Recognise themselves as male and female Learn how to improve personal hygiene . know that they are made by God and precious . recognise they all are part of God's family . value themselves and others as God's children . recognise they belong to a family, Most families consist of mother, father & children but not all families are like this. know that families should be special and understand that family members should care for each other and share</p>	<p>SEAL – New Beginnings Belonging I know that I belong to a community. I feel good about the ways we are similar in the group and the ways I am different. Self-awareness I can tell you how I am the same as and different from my friends. I feel good about my strengths. Managing my feelings I know some more ways to calm myself down when I feel scared or upset. Understanding others' feelings I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. Making choices I know some ways to solve a problem. Understanding rights and responsibilities I can help to make the class a safe and fair place. I can help to make my class a good place to learn. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>

Additional Resources

'This is me' words to describe me <http://www.twinkl.co.uk/resource/t-t-13175-words-that-describe-me-writing-frame>
All About Me Booklet <http://www.twinkl.co.uk/resource/t-e-062-all-about-me-booklet-eal>
Emotion Discs <http://www.twinkl.co.uk/resource/t-t-15105-emotion-discs>
My 5 Senses <http://www.tes.co.uk/teaching-resource/All-About-Me-My-Senses-3004657/>

Come & See Topics	PSHE Opportunities for pupils to: <i>So chIn are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Baptism/ confirmation belonging Belonging: What does it mean to belong? Baptism an invitation to belong to God's family	<p>Know they are created to love others <i>To identify and respect the similarities and differences between people.</i></p> <p><i>Learn to recognise likes and dislikes, make informed choices and recognise consequences.</i></p> <p><i>Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK & I WILL TELL)</i></p>		<p>Know that there are different types of families Most families consist of mother, father & children but not all families are like this. Recognise the roles of individuals within the family challenging stereotypes. Know that secure loving relationships within the family are important Recognise they are created by God Recognise that babies have special needs Know about rituals that mark and celebrate birth and belonging to a community . recognise that their feelings and actions affect other people . listen and cooperate with others</p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship I can tell you what being a good friend means to me. I can listen well to other people when they are talking. Working together I can work well in a group. Managing feelings – anger I know when I am starting to feel angry. I know what happens on the inside and the outside of my body when I start to get angry. I know some ways to calm down when I am starting to feel angry. Resolving conflict I know how to make up with a friend when we have fallen out. I can use the peaceful problem-solving process to sort out problems so both people feel OK.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>

Additional Resources

Wigit emotion cards <http://www.tes.co.uk/teaching-resource/Emotions-cards-using-Widgit-CIP2-6112336/>
 Good to be me display/ideas <http://www.twinkl.co.uk/resource/t2-p-081-good-to-be-me-display-pack>
 Family tree template <http://www.tes.co.uk/teaching-resource/My-Family-Tree-6058523/>

Come & See Topics	PSHE Opportunities for pupils to: <i>So chIn are able to:</i>	Links to Science Curr (2014)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:

		STAT(Bold)				
<p>Advent/ Christmas loving</p> <p>Waiting: Is waiting always difficult?</p> <p>Advent a time to look forward to Christmas</p>	<p>Know they are Created & Loved by God</p> <p><i>Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.</i></p> <p>Know they are created to love others <i>Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or witness it.</i></p> <p>Know they are created to live in our society and the wider world</p> <p><i>Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.</i></p>		<p>Become aware of the school as a caring community recognise and deal with feelings in a positive way</p>	<p>SEAL – SAY NO TO BULLYING</p> <p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p> <p>ANTI-Bullying Week Activities</p> <p>www.kidscape.org.uk/resources</p> <p>www.anti-bullyingalliance.org.uk</p>	<p>Sharing our World</p> <p>Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy.</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p>Additional Resources</p> <p>Healthy lifestyle website http://www.nhs.uk/change4life/Pages/Default.aspx</p> <p>Eating healthily, looking after selves http://www.twinkl.co.uk/resource/au-t-t-2400-australia---healthy-eating-meal-activity</p>						

SPRING TERM YEAR 1

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Local church Community Special People: What makes a person special? People in the parish family	Know they are created and loved by God <i>Learn about rules for and ways of keeping physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment)</i> Know they are created to live in our society and the wider world <i>Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)</i>		know who to go to when help is needed know that family and friends should care for each other become aware of their special place within the family know that they belong to various groups, such as family, parish and school know about people who can keep them safe	SEAL – GOING FOR GOALS Knowing myself I know we learn in different ways. I can tell you some of my strengths as a learner. I can tell you how I learn best. Setting a realistic goal I can choose a realistic goal. I can predict and understand the consequences of reaching my goal. I can say what I want to happen when there is a problem (set a goal). Planning to reach a goal I can break a goal down into small steps. I can choose a realistic goal. Persistence I can resist distractions. Making choices I can think of lots of different ideas or solutions to problems. I can predict and understand the consequences of my solutions or ideas. Evaluation and review I can learn from my successes.	Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a ‘Mission Together’ celebration.

Additional Resources

Racial equality <http://www.childrenwebmag.com/content/view/290>

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Eucharist</p> <p>Relating</p> <p>Meals:</p> <p>What makes some meals special?</p> <p>Mass; Jesus' special meal</p>	<p>Know they are created to love others</p> <p><i>Learn how to communicate feelings to others, recognise how others show feelings and how to respond.</i></p> <p><i>Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings.</i></p> <p><i>Learn that people's bodies and feelings can be hurt.</i></p>		<p>know and understand that we are welcomed into our school & parish family</p> <p>recognise the school and parish as a caring community</p> <p>recognise they belong to a family,</p> <p>Most families consist of mother, father & children but not all families are like this.</p> <p>know that families should be special and understand that family members should care for each other and share</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child-back to back). Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Lent/Easter Giving Change: How and why do things change? Pupils will know and understand that we change and grow.	Know they are created to live in our society and the wider world <i>Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene.</i> Know that they are created and loved by God. <i>Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends & pets and losing toys etc.)</i>		listen and co-operate with others know that saying sorry is important	SEAL – GOOD TO BE ME Knowing myself I can tell you something that makes me feel proud. I can tell you about my ‘gifts and talents’. Understanding my feelings I can tell when I am feeling proud. I can help another person feel proud. I can tell when I am feeling worried or anxious. Managing my feelings I can explain some things that help me stop worrying. Making choices I can use the problem-solving process.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Fast Day Stories: www.cafod.org.uk Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources Sam’s Seeds –Story and PPoint http://www.twinkl.co.uk/resources/plants-and-growth Stations of the Cross reflection www.cafod.org.uk/Media/Files/Resources/Primary/resource- pages/Stations-of-the-cross-2013 Hungry for Change materials www.cafod.org.uk/Education/Primary-schools/Food						

SUMMER TERM YEAR 1

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Pentecost Serving Holidays & holydays: Do we need holidays and Holydays? Pentecost: feast of the Holy Spirit</p>	<p>Know they are created to love others <i>Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say.</i></p> <p><i>Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises.</i></p>		<p><i>Recognise that family and friends care for each other</i></p>	<p>SEAL – RELATIONSHIPS Knowing myself I know the people who are important to me. Understanding my feelings I understand that being unkind and hurting someone doesn't make me feel better.</p> <p>Managing my feelings I can tell you something that has made me jealous. I can feel proud on behalf of my friends when they have done something well. I can tell when I am proud or jealous I can make myself feel better without hurting others</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p>	<ul style="list-style-type: none"> • Send a scripture quote to parents / carers so they can talk to their children about it. • Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. • Invite parents / carers to Key Stage assemblies on safety in the home and at school. • Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
<p>Additional Resources http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship http://www.oxfam.org.uk/education/resources/your-world-my-world Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Reconciliation</p> <p>Inter-relating</p> <p>Being sorry: Why should we be sorry?</p> <p>God helps us to choose Well - Sacrament of Reconciliation</p>	<p>Know they are created to love others</p> <p><i>Learn to recognise how their behaviour affects others.</i></p>		<p>appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p> <p>know that saying sorry is important</p> <p>identify and share their feelings with others and develop an ability to deal with their emotions</p>			<ul style="list-style-type: none"> • Invite parents / carers to a service of reconciliation. • Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. • Send home some 'sorry' prayers that parents/carers and children can say together. <p>Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.</p>
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
<p>Universal Church World</p> <p>Neighbours: Who is my neighbour?</p> <p>Neighbours share God's world</p>	<p>Know that they are created to live in our society and the wider world.</p> <p><i>Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them.</i></p>		<p>appreciate that life is precious & a gift from God</p> <p>identify and value similarities and differences between people</p>	<p>SEAL – CHANGES</p> <p>Knowing myself</p> <p>I can tell you some things about me that have changed and some things that will not change.</p> <p>I can tell you how I might change in the future.</p> <p>I know that some changes are natural and happen 'by themselves'.</p> <p>I know different ways that help me to learn to do things.</p> <p>Making choices</p> <p>I can tell you about changes that I can make happen.</p> <p>I can make some changes quickly and easily.</p> <p>I know that to make some changes is hard and takes a long time.</p>	<p>Picture my World</p> <p>Peru pack</p> <p>Sharing our world</p> <p>Live Simply</p> <p>Focus on Fairtrade</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.</p> <p>Talk about those who help in our community including the PP.</p>
<p>Additional Resources</p> <p>Water Assembly www.cafod.org.uk/Education/Primary-schools/Water</p> <p>Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment</p> <p>Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment</p> <p>Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment</p>						

AUTUMN TERM Year 2						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Domestic church Family Beginnings: Who made the world and everything in it?</p> <p>Pupils will know and understand the many beginnings each day offers and that God is present in every beginning</p>	<p>Know they are created to live in our society and the wider world</p> <p><i>That they belong to various groups as communities such as home, school and parish.</i></p> <p><i>Learn about people who look after them, their family networks, who to go to if they are worried, how to attract their attention.</i></p>	<p>Notice that animals including humans have offspring which grow into adults.</p> <p>Find out and describe the basic needs of animals including humans for survival (water, food, air)</p> <p>Describe the importance for humans to exercise, eating the right amounts of different foods and hygiene.</p> <p><i>Focus on growth , pupils should not be expected to understand how reproduction occurs.</i></p>	<p>Know that humans move, eat grow and reproduce Name the main parts of the body Include genitals if, when consulted with parents, it is agreed to do so. Recognise themselves as male and female Learn how to improve personal hygiene</p> <p>. know that they are made by God and precious . recognise they all are part of God's family . value themselves and others as God's children . recognise they belong to a family, know that families should be special and understand that family members should care for each other and share</p>	<p>SEAL – NEW BEGINNINGS Belonging I know that I belong to a community. I know that I belong to a range of communities (class / group). I feel safe and content within my class. I know how to make someone feel welcome. I feel good about the ways we are similar in the group and the ways I am different. Self-awareness I feel good about my strengths. Managing my feelings I know some more ways to calm myself down when I feel scared or upset. Understanding others' feelings I can sometimes tell if other people are feeling sad or scared and I know how to make people feel better. Making choices I know some ways to solve a problem. Understanding rights and responsibilities I can help to make the class a safe and fair place.</p>	<p>Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
Additional Resources http://www.school-portal.co.uk						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
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<p>Baptism/confirmation belonging</p> <p>Signs and Symbols: Are signs and symbols important?</p> <p>Know and understand the signs and symbols of Baptism</p>	<p>Know they are created to love others</p> <p><i>To identify and respect the similarities and differences between people.</i></p> <p><i>Learn to recognise likes and dislikes, make informed choices and recognise consequences.</i></p> <p><i>Learn to recognise that they share a responsibility for keeping themselves and others safe (when to say YES, NO, I WILL ASK & I WILL TELL)</i></p>		<p>Know that there are different types of families</p> <p>Most families consist of mother, father & children but not all families are like this.</p> <p>Recognise the roles of individuals within the family challenging stereotypes.</p> <p>Know that secure loving relationships within the family are important</p> <p>Recognise they are created by God</p> <p>Recognise that babies have special needs</p> <p>Know about rituals that mark and celebrate birth and belonging to a community</p> <p>. recognise that their feelings and actions affect other people</p> <p>. listen and cooperate with others</p>	<p>SEAL – GETTING ON AND FALLING OUT</p> <p>Friendship</p> <p>I can make someone else feel good by giving them a compliment.</p> <p>I know what to say when someone gives me a compliment.</p> <p>Seeing things from another point of view</p> <p>I know that people don't always see things in the same way.</p> <p>I can see things from someone else's point of view.</p> <p>Working together</p> <p>I can decide with my group about how well we have worked together.</p> <p>Managing feelings – anger</p> <p>I know that sometimes anger builds up and up and that I can be overwhelmed by my feelings.</p> <p>Resolving conflict</p> <p>I can use my ability to see things from the other point of view to make a conflict situation better.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade</p> <p>Picture my World – Fairtrade shopping game</p> <p>Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. Discuss with parents whom they trust and what they would do. I feel safe with_____ I don't feel safe with_____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
<p>Additional Resources</p> <p>Internet Safety www.thinkuknow.co.uk</p>						

Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chln are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
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<p>Advent/ Christmas loving</p> <p>Preparations : Do we need to prepare? Advent preparing to welcome Jesus</p>	<p>Know they are Created & Loved by God</p> <p><i>Describe the importance for humans to exercise, eat the right amount of different types of food and maintain personal hygiene.</i></p> <p>Know they are created to love others <i>Learn that there are different types of teasing and bullying and these are wrong and unacceptable. Learn how to resist teasing and bullying if they experience or witness it.</i></p> <p>Know they are created to live in our society and the wider world</p> <p><i>Learn how some diseases are spread and can be controlled and the responsibility they have for their own health and that of others. E.g washing hands.</i></p>		<p>Become aware of the school as a caring community recognise and deal with feelings in a positive way</p>	<p>SEAL – SAY NO TO BULLYING</p> <p>I can tell you what bullying is.</p> <p>I can tell you some ways in which I am the same as and different from my friends.</p> <p>I am proud of the ways in which I am different.</p> <p>I can tell you how someone who is bullied feels.</p> <p>I can be kind to children who are bullied.</p> <p>I know that when you feel sad, it affects the way you behave and how you think.</p> <p>I know some people in and out of school who I could talk to if I was feeling unhappy or being bullied.</p> <p>I know what to do if I am bullied.</p> <p>ANTI-Bullying Week Activities</p> <p>www.kidscape.org.uk/resources</p> <p>www.anti-bullyingalliance.org.uk</p>	<p>Sharing our World</p> <p>Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy.</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p>Additional Resources</p> <p>Internet safety www.thinkuknow.co.uk</p>						

SPRING TERM YEAR 2

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Local church Community Books: Why do we need books? Pupils will know and understand about the different books used at home and in school and the books used in Church on Sunday.	<p>Know they are created and loved by God <i>Learn about rules for and ways of keeping physically and emotionally safe (inc. online safety, responsible use of ICT, safety in the environment)</i></p> <p>Know they are created to live in our society and the wider world <i>Learn to recognise that people and other living things have needs and that they have responsibilities to meet them (taking turns, sharing, returning borrowed things)</i></p>		<p>Know and understand the virtues essential to friendship e.g. loyalty, responsibility, forgiveness and being forgiven</p> <p>look at how to keep themselves safe Help others make and keep friends Know how to take care of others Recognise the need for personal privacy Recognise the difference between being alone and being lonely</p>	<p>SEAL- GOING FOR GOALS</p> <p>Knowing myself I can tell you how I learn best. Setting a realistic goal I can choose a realistic goal. I can say what I want to happen when there is a problem (set a goal). Planning to reach a goal I can break a goal down into small steps. I can choose a realistic goal. Persistence I can work towards a reward or for the satisfaction of finishing a task. I can recognise when I am becoming bored or frustrated. I know some ways to overcome boredom and frustration. Making choices I can choose between my ideas and give reasons. Evaluation and review I can learn from my successes. I can tell you what I have learned. I can tell you what I might do differently to learn more effectively. I can tell you why things have been successful.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – my family</p> <p>Picture my World – real life stories</p> <p>Picture my World – My Global Family</p> <p>Sharing our world Goal 8</p> <p>Families assembly</p> <p>Live simply</p>	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA, PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>

Additional Resources

Community Police Inspire Programme- Claire.Kilroy@sussex.pnn.police.uk

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:

<p>Eucharist relating</p> <p>Thanksgiving: Why should we be grateful to people? - Mass a special time for saying thank you to God for everything, especially Jesus</p>	<p>Know they are created to love others <i>Learn how to communicate feelings to others, recognise how others show feelings and how to respond.</i></p> <p><i>Learn about good and not so good feelings, develop a vocabulary to describe their feelings to others and strategies to manage feelings.</i></p> <p><i>Learn that people's bodies and feelings can be hurt.</i></p> <p>Our Lives (Drugs Education - medicines and safety)</p> <p>Learn that all medicines are drugs but not all drugs are medicines</p> <p>Learn basic road safety rules</p> <p>Investigate the ways in which exercise and rest help develop healthy bodies</p> <p>Learn how to make simple choices that improve their health and well-being</p>		<p>Understand that their bodies are special and develop ways to protect and respect them Be able to talk about their behaviour and feelings can affect the behaviour and feelings of others</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child-back to back. Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.
<p>Additional Resources</p> <p>B&H HS team Year 2 Taking Medicines safely lesson plan http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=917708&WorkspaceId=2031514</p>						
Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chln are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE Journey in Love Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

Lent/Easter Giving Opportunities: How doe s each day offer opportunities to do good? Lent : an opportunity to start anew in order to celebrate Jesus' new life	Know they are created to live in our society and the wider world <i>Learn what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and good dental hygiene.</i> Know that they are created and loved by God. <i>Learn about change and loss and the associated feelings (moving home, losing loved ones; family, friends & pets and losing toys etc.)</i>		appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together	SEAL – GOOD TO BE ME Knowing myself I can tell you the things that I am good at and those things that I find more difficult. I know when and how I learn best. I can tell when a feeling is weak and when it is strong. I can tell when I am being impulsive and when I am thinking things through. Understanding my feelings I know more names for feelings than I did before. I can use more words to express my feelings. I can tell you some things that make me feel anxious. I can tell you something that makes me proud. Managing my feelings I can show or tell you what relaxed means. I know what makes me feel relaxed and what makes me feel stressed. I know what it feels like to be relaxed. I can be still and quiet and relax my body. I can change my behaviour if I stop and think about what I am doing. Standing up for myself I can tell when it is right to stand up for myself. I know how to stand up for myself.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Fast Day Stories: www.cafod.org.uk Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources						

SUMMER TERM YEAR 2						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chIn are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

<p>Pentecost</p> <p>Serving</p> <p>Spread the word: Why should we spread the Good News?</p> <p>Pentecost - a time to spread the Good News of Jesus</p>	<p>Know they are created to love others <i>Learn to recognise when people are being unkind either to them or to others, how to respond who to tell and what to say.</i></p> <p><i>Learn the difference between secrets and surprises and the importance of not keeping adult secrets – only surprises. Our Lives (Difference and Diversity)</i> Recognise the need to co-operate in work and play Provide opportunities to explore celebrations in different cultures Appreciate that advertising is part of contemporary life and its effects on our way of life</p>		<p>Understand how to treat themselves and others with mutual respect and dignity Recognise, name and deal with their feelings in a positive way</p> <p>Identify people who can keep them safe Know how to ask for help Identify times when they need adult support Know how to consider safe and unsafe choices</p>	<p>SEAL - RELATIONSHIPS</p> <p>Knowing myself I can tell when I feel cared for. I can tell when I love or care for someone.</p> <p>Understanding my feelings I can tell you how I feel when I lose someone or something I care about.</p> <p>Managing my feelings I can share people I care about. I can talk about my feelings when I feel alone.</p> <p>Understanding the feelings of others I understand that if someone leaves me they might still love me. I understand that people have to make hard choices and sometimes they have no choice.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p>	<ul style="list-style-type: none"> Send a scripture quote to parents / carers so they can talk to their children about it. Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. Invite parents / carers to Key Stage assemblies on safety in the home and at school. Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
<p>Additional Resources</p> <p>http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</p> <p>Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</p>						

Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chln are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
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<p>Reconciliation</p> <p>Inter-relating</p> <p>Rules : Do we need rules? Reasons for rules in the Christian family. Sacrament of reconciliation</p>	<p>Know they are created to love others</p> <p><i>Learn to recognise how their behaviour affects others.</i></p>		<p>Be able to talk about their emotions Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations</p>			<ul style="list-style-type: none"> Invite parents / carers to a service of reconciliation. Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. Send home some 'sorry' prayers that parents/carers and children can say together. <p>Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.</p>
<p>Additional Resources</p>						
Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chln are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

<p>Universal Church World</p> <p>Treasures Is God's world a treasure? How we should treasure God's wonderful world.</p>	<p>Know that they are created to live in our society and the wider world. <i>Learn about what improves and harms their local, natural and built environments and about some of the ways people look after/ don't look them.</i></p> <p>Environment Begin to appreciate their responsibility for the world investigate things which improve or harm the local and national environment and the things people do to care for it. Recognise that some of the earth's resources are finite and therefore must be used responsibly by all of us</p> <p>Money Management Know that money comes from different sources and can be used for different purposes</p>			<p>SEAL- CHANGES</p> <p>Knowing myself I can tell you what a habit is and know that it is hard to change one. I know what it means when something is or isn't your fault.</p> <p>Planning to reach a goal I can tell you about a plan I have made with my class to change something in our school. I can plan to overcome obstacles that might get in the way.</p> <p>Making choices I know that I make my own choices about my behaviour.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.</p> <p>Talk about those who help in our community including the PP.</p>
<p>Additional Resources</p> <p>Water Assembly www.cafod.org.uk/Education/Primary-schools/Water Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment</p> <p>Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Celebrate European Day of Languages / World Languages Week</p> <p>Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chl'n are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Domestic church Family Homes - What makes a house a home? God's dream for every family	Know they are created to love others <i>To recognise and respond appropriately to a wider range of feelings in others</i> <i>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability</i> <i>(See protected characteristics of the Equality Act 2010)</i> To be aware of different types of relationships including those between acquaintances, friends, relatives and family <i>To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</i> Our Lives Understand that they grow and change throughout life. Learn about what makes a healthy life-style, including the benefits of healthy eating, and how to make informed choices. Learn that bacteria and viruses affect health and that following simple, safe routines can reduce their spread		Know and understand the virtues essential to friendship e.g. loyalty, responsibility, forgiveness and being forgiven Explore the expressions of love and joy in a family Explore the sacrament of marriage as an expression of love Most families consist of mother, father & children but not all families are like this. Investigate why parents need to care for their families Investigate what is meant by relationships within families	SEAL – NEW BEGINNINGS Belonging I know something about everyone in my class. I know that I am valued at school. I know how to make someone feel welcomed and valued at school. I know that I belong to a community. Self-awareness I can tell you one special thing about me. Understanding the feelings of others I know how it feels to be happy, sad or scared, and can usually tell if other people are feeling these emotions. Managing my feelings I know how it feels to do or start something new, and some ways to cope with these feelings. I can manage my feelings and usually find a way to calm myself down when necessary. Social skills I can give and accept a compliment. Making choices I know some more ways to solve a problem. Understanding rights and responsibilities I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.	Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
Additional Resources Grandpa Chatterji Teachers' Resource Book – Margaret Mc Alister						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chl'n are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:

<p>Baptism/ confirmation belonging</p> <p>Promises: Why make promises?</p> <p>Promises made at Baptism</p>	<p>Know they are created to love others <i>What being part of a community means and about the various institutions which support locally and nationally</i></p> <p>Know they are created to live in our society and the wider world.</p> <p><i>Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those</i></p> <p><i>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</i></p>		<p>Learn to value themselves as children of God</p> <p>Explore rituals celebrated in church, marking birth, marriage and death</p> <p>Explore ways in which their actions and others can spoil loving family relationships</p> <p>Investigate what is meant by relationships with families</p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship</p> <p>I know how to look and sound friendly. I know how to be a good listener (taking turns).</p> <p>I know how to give and receive compliments.</p> <p>I know how to see things from someone else's point of view.</p> <p>Managing feelings – anger</p> <p>I know what my triggers for anger are. I know how our bodies change when we start to get angry.</p> <p>I know some ways to calm down when I start feeling angry.</p> <p>Resolving conflict</p> <p>I can use peaceful problem solving to sort out difficulties.</p> <p>I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
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Additional Resources

Internet Safety www.thinkuknow.co.uk

Come & See Topics	<p>PSHE Opportunities for pupils to: <i>So chln are able to:</i></p>	<p>Links to Science Curr (2014) STAT(Bold)</p>	<p>Links to EPR/RSE Journey in Love Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
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<p>Advent/ Christmas loving Visitors : Are visitors always welcome? Advent a time where we are waiting for the coming of Jesus</p>	<p>Know they are created to love others <i>About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</i> <i>Know they are created to live in our society and the wider world</i> <i>To judge what kind of physical contact is acceptable or unacceptable and how to respond</i> <i>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help</i> <i>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</i> <i>To recognise ways in which relationships can be unhealthy and who to talk to if they need support</i> <i>To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</i> Created to live in our society and the wider world. <i>That bacteria and viruses can affect health and that following simple routines can reduce their spread</i></p>	<p>Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Pupils should learn the importance of nutrition and should be introduced to the main body parts associated with skeleton and muscles finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy and design meals based on what they find out</p>	<p>Explore ways in which their actions and others can spoil loving family relationships</p>	<p>SEAL – SAY NO TO BULLYING I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others.</p> <p>ANTI-Bullying Week Activities</p> <p>www.kidscape.org.uk/resources www.anti-bullyingalliance.org.uk</p>	<p>Sharing our World Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others. Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p>Additional Resources Internet safety www.thinkuknow.co.uk</p>						

SPRING TERM YEAR 3

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Local church Community Journeys : Is life a journey? Exploring a Christian family's journey with Jesus.	Know they are created to love others <i>There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</i> Citizenship and democracy Explore the qualities that make a good community That there are different kinds of responsibilities, rights and , and that these can sometimes conflict To recognise the role of community, voluntary and pressure groups Explore why and how rules and laws are made and enforced and why different rules are needed in different situations Become aware of school rules about health and safety, understand what democracy is, and about the basic institutions that support it locally and nationally.		Understand the importance of honesty and self-discipline	SEAL – GOING FOR GOALS Knowing myself I can tell you about myself as a learner. I know that I am responsible for my own learning and behaviour. Setting a realistic goal I can foresee obstacles and plan to overcome them when I am setting goals. Planning to reach a goal I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. Persistence I can manage frustration by using a number of strategies. Making choices I can identify advantages and disadvantages of the solutions or goals I set myself. I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups. I can make a choice about what to do based on my predictions of the likely consequences. Evaluation and review I can tell you what has gone wrong with a plan and why. I can talk about the bits that went well and the bits that I need to change if I used my plan again. I can recognise when I have reached my goal or been successful with my learning.	Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>
Additional Resources Community Police Inspire Programme- Claire.Kilroy@sussex.pnn.police.uk						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
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<p>Eucharist relating</p> <p>Listening & Sharing</p> <p>What's so important about listening and sharing?</p> <p>Jesus gives himself to us in a special way.</p>	<p>Created to live in our society and the wider world</p> <p><i>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard</i></p> <p><i>What positively and negatively affects their physical, mental and emotional health (including the media)</i></p> <p>Our Lives (Drugs Education – tobacco education)</p> <p>Become aware of substances which harm the body</p> <p>Become aware of choices they can make to protect their bodies</p> <p>Understand which commonly available substances and drugs are legal and illegal, their effects and risks.</p>		<p>Understand that their bodies are special and develop ways to protect and respect them</p> <p>Be able to talk about how their behaviour and feelings can affect the behaviour and feelings of others</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child-back to back). Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. <p>Discuss how we can 'care for the planet' in some way.</p>
<p>Additional Resources</p> <p>B&H HS team Y3 Drugs in everyday life http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=917708&WorkspaceId=2031514</p>						
Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So children are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

<p>Lent/Easter Giving all: What makes some people give everything for others?</p> <p>A time to remember Jesus' total giving.</p>	<p>Created to live in our society and the wider world</p> <p><i>How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</i></p> <p><i>About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</i></p>		<p>appreciate relationships - family and friends and how they work together, share, share feelings and talk, play together and pray together</p>	<p>SEAL – GOOD TO BE ME</p> <p>Knowing myself I know about myself and how I learn. I can extend my learning.</p> <p>Understanding my feelings I can tell you what feeling surprised is like. I can tell you whether I like surprises or I like things to stay the same.</p> <p>Managing my feelings I can think about my worries and decide what I might do about them. I can tell when I should share a worry. I know that most people have worries. I can relax when I want to. I can tell when it is good to relax.</p> <p>Standing up for myself I can choose to act assertively. I know how to be assertive.</p>	<p>Fast Day Stories http://www.cafod.org.uk/primary</p> <p>Walking for water ppt</p> <p>Walking together with CAFOD ppt</p> <p>Sharing our world Goal 8</p> <p>Lenten Calendar</p> <p>Picture my World - stories</p> <p>Fast Day Stories: www.cafod.org.uk</p> <p>Link to LENT Charity Work e.g. Mission Together</p>	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. <p>Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.</p>
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Additional Resources

SUMMER TERM YEAR 3						
Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chl'n are able to:</i></p>	<p>Links to Science Curr (2014)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

		STAT(Bold)				
<p>Pentecost</p> <p>Serving</p> <p>Energy : What's the use of energy?</p> <p>Gifts of the Holy Spirit</p>	<p>Created to live in our society and the wider world</p> <p><i>The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</i></p> <p><i>Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</i></p>		<p>Explore the ways in which feelings affect, and are affected by actions</p>	<p>SEAL - RELATIONSHIPS</p> <p>Knowing myself</p> <p>I can tell when something is my fault and when something is not my fault. I can tell you the things that hurt my feelings.</p> <p>Understanding my feelings</p> <p>I can express feelings of guilt. I can say when I might feel guilty.</p> <p>Managing my feelings</p> <p>I can tell when I feel ashamed about something. I know when to tell someone about it. I know some things to do when I feel guilty. Understanding the feelings of others I know when I will feel guilty and use this when I make a choice. I can understand how I might hurt others.</p> <p>Social skills</p> <p>I can tell you how I can make someone who is important to me happy. I can tell you some ways to make amends if I have done something cruel or unkind.</p> <p>Making choices</p> <p>I can take responsibility for what I choose to do.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<ul style="list-style-type: none"> Send a scripture quote to parents / carers so they can talk to their children about it. Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. Invite parents / carers to Key Stage assemblies on safety in the home and at school. Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
<p>Additional Resources</p> <p>http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship</p> <p>Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</p>						

Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chl n are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
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<p>Reconciliation</p> <p>Inter-relating</p> <p>Choices: What helps me to choose well?</p> <p>The importance of examination of conscience – Sacrament of Reconciliation</p>	<p>Created to live in our society and the wider world</p> <p><i>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</i></p> <p>Our Lives (Difference and Diversity)</p> <p>Realise the consequences of anti-social behaviours, such as bullying and racism, on individuals and communities Be aware of the importance of working together as part of a community</p> <p>Develop an appreciation of their own cultures and identify some significant elements in them to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>Explore how the media present information</p>		<p>Be able to talk about their emotions Become aware of what makes them feel uncomfortable and develop simple strategies for dealing with uncomfortable situations</p>			<ul style="list-style-type: none"> • Invite parents / carers to a service of reconciliation. • Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. • Send home some 'sorry' prayers that parents/carers and children can say together. <p>Hold a school service of Reconciliation.</p> <p>Respond in some way to a local, national or world issue of conflict.</p>
Additional Resources						
Come & See Topics	<p>PSHE Opportunities for pupils to:</p> <p><i>So chl n are able to:</i></p>	<p>Links to Science Curr (2014)</p> <p>STAT(Bold)</p>	<p>Links to EPR/RSE</p> <p>Journey in Love</p> <p>Children will:</p>	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:

<p>Universal Church World</p> <p>Special Places: What makes a place special? Holy places for Jesus and the Christian</p>	<p>Know that they are created to live in our society and the wider world.</p> <p><i>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p><i>To know that there are some cultural practices which are against British law and universal rights</i></p> <p>Environment Explore ways in which people affect the environment Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Explore ways in which they are responsible for their own environments, including the development of sensible road use</p>			<p>Seal - Changes</p> <p>Knowing myself I know that change can be really good and can tell you about some changes that have made our lives much better. I know that everybody goes through many different sorts of change all the time. I can tell you about some of the things that have changed in my life, and how I feel about them.</p> <p>Understanding my feelings I know that even changes we want to happen can sometimes feel uncomfortable. Managing my feelings I know some ways of dealing with the feelings that sometimes arise from changes.</p> <p>Planning to reach a goal I can tell you about a plan I have made to change something about my behaviour. I can think about and plan to overcome obstacles.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives. Talk about those who help in our community including the PP.</p>
<p>Additional Resources Water Assembly www.cafod.org.uk/Education/Primary-schools/Water Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Celebrate European Day of Languages / World Languages Week</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Domestic church</p> <p>Family</p> <p>People: Where do I come from?</p> <p>The family of God in Scripture</p>	<p>Know they are created to love others</p> <p><i>To recognise and respond appropriately to a wider range of feelings in others</i></p> <p><i>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family</i></p> <p><i>To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</i></p>		<p>Know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we grow and change. Learn about themselves as a child of God and their body as God's gift to them</p> <p>Know that each person , made in the image and likeness of God, has special qualities and gifts to contribute to community living</p> <p>Explore their family responsibility towards the relationship within the family</p>	<p>SEAL – NEW BEGINNINGS</p> <p>Belonging</p> <p>I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome.</p> <p>I know how to join a group.</p> <p>I know that I belong to a community.</p> <p>Understanding my feelings</p> <p>I can contribute towards making a class charter.</p> <p>I can predict how I am going to feel in a new situation or meeting new people.</p> <p>Managing my feelings</p> <p>I can manage my feelings and usually find a way to calm myself down when necessary.</p> <p>Making choices</p> <p>I can use the problem-solving process to solve a problem</p> <p>Understanding rights and responsibilities</p> <p>I understand my rights and responsibilities in the school.</p> <p>I understand why we need to have different rules in different places and know what the rules are in school.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – real life stories</p> <p>Picture my World – A portrait of me</p> <p>A-Z Global Photo pack – Y card</p> <p>Harvest Fast Day Resources</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
<p>Additional Resources</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
<p>Baptism/confirmation belonging</p> <p>Called: What does it mean to be called and chosen?</p> <p>Confirmation: A call to witness</p>	<p>Know they are created to love others <i>What being part of a community means and about the various institutions which support locally and nationally</i></p> <p>Know they are created to live in our society and the wider world.</p> <p><i>Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those</i></p> <p><i>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</i></p>		<p>Be aware of different types of relationship, including marriage and those between friends and families and to develop skills to be effective in relationships</p> <p>Journey in Love Covers the growth of a baby from conception to 20 weeks. This is non-statutory but can be taught in consultation with parents/carers.</p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship I can tell you lots of ways to give ‘friendship tokens’ to other people.</p> <p>Working together I can take on a role in a group and contribute to the overall outcome. I can discuss in a group how well we are working together. I can use peaceful problem solving to sort out difficulties.</p> <p>Managing feelings – anger I understand why it is important to calm down before I am overwhelmed by feelings of anger. I can tell you some of the ways that I can stop myself being overwhelmed by feelings of anger. I know how it feels to be overwhelmed by feelings of anger.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children’s Rights assembly</p>	<ul style="list-style-type: none"> • Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it’s another adult. • Discuss with parents whom they trust and what they would do. • I feel safe with_____ • I don’t feel safe with_____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
<p>Additional Resources</p> <p>Internet Safety www.thinkuknow.co.uk</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Advent/ Christmas loving Gift: What's so special about gifts? God's gift of love and friendship in Jesus.</p>	<p>Know they are created to love others <i>About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</i> <i>Know they are created to live in our society and the wider world</i> <i>To judge what kind of physical contact is acceptable or unacceptable and how to respond To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help To recognise their increasing independence brings increased responsibility to keep themselves and others safe</i> <i>To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult) Created to live in our society and the wider world.</i> <i>That bacteria and viruses can affect health and that following simple routines can reduce their spread</i></p>		<p>Our Lives – being healthy and preparing for puberty <i>Explore how to maintain a healthy body by a balanced diet</i> <i>Understand what makes a healthy lifestyle, exercise, healthy eating and how to make informed choices</i></p>	<p>SEAL – SAY NO TO BULLYING I can tell you what bullying is. I know what it means to be a witness to bullying. I know that witnesses can make the situation better or worse by what they do. I know how it might feel to be a witness to and a target of bullying. I can tell you why witnesses sometimes join in with bullying or don't tell. I can tell you some ways of helping to make someone who is bullied feel better. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure. I can problem solve a bullying situation with others.</p>	<p>Sharing our World Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others. Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
Additional Resources Internet safety www.thinkuknow.co.uk						

SPRING TERM YEAR 4

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Local church Community Community: What makes 'community'? Life in the local Christian community: ministries in the parish.</p>	<p>Know they are created to love others <i>There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</i></p>			<p>SEAL – GOING FOR GOALS Knowing myself I can tell you about myself as a learner. I can use my strengths as a learner. I know what I need to learn effectively. I know that I am responsible for my own learning and behaviour. I know how my feelings can influence my learning. Planning to reach a goal I can set success criteria so that I will know whether I have reached my goal. I can break down a goal into a number of steps and wait for the result. I know how others can help me to achieve my goals and how I can help others. Persistence I can identify some barriers to my learning. I can think of ways to overcome barriers to my learning. I can tell you how I keep going even when the task is difficult or boring. I know when to keep trying and when to try something else. I can understand that some thoughts help me reach my goal and some are a barrier. I can recognise when I find learning difficult and persevere when I need to. Evaluation and review I can tell you how I am going to apply what I have learned. I can recognise why I have reached my goal or been successful with my learning.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – my family</p> <p>Picture my World – real life stories</p> <p>Picture my World – My Global Family</p> <p>Sharing our world Goal 8</p> <p>Families assembly</p> <p>Live simply</p>	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>

Additional Resources

Community Police Inspire Programme- Claire.Kilroy@sussex.pnn.police.uk

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Eucharist relating</p> <p>Giving and Receiving: What's more important – giving or receiving? Living in communion</p>	<p>Created to live in our society and the wider world</p> <p><i>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard</i></p> <p><i>What positively and negatively affects their physical, mental and emotional health (including the media)</i></p>				<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child-back to back. Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can 'care for the planet' in some way.
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Lent/Easter Giving Self-Discipline: Is self-discipline important in life? Celebrating growth to a new life	Created to live in our society and the wider world <i>How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle. About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</i> Our Lives (Drugs education – alcohol education) Investigate ways that harmful substances can enter the body Continue the awareness of ways to protect their body from harmful substances Know which commonly available substances and drugs are legal and illegal and their effects and risks Learn what makes a healthy lifestyle, exercise, healthy diet, and how to make informed choices	Pupils should be taught to describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.		SEAL – GOOD TO BE ME Knowing Myself I can tell you the things I am good at. I can recognise when I find something difficult and do something about it or cope with how that makes me feel. Understanding my feelings I can explain what hopeful and disappointed mean. I understand why we sometimes fight or run away when we feel threatened. I know why it is sometimes important to stop and think when we feel angry or stressed. Managing my feelings I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness. I can choose when to show my feelings and when to hide them. I can tell if I have hidden my feelings. I can recognise when I am beginning to get upset or angry and have some ways to calm down. I can stop and think before I act. Standing up for myself I can express myself assertively in a variety of ways.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Fast Day Stories: www.cafod.org.uk Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources B&H HS team Y4 & Y5 Why have a drink? http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=917708&WorkspaceId=2031514						

SUMMER TERM YEAR 4						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Pentecost Serving New life: What's so important about new life? To live and hear the Easter message.	<p>Created to live in our society and the wider world <i>The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</i></p> <p><i>Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media</i></p>		<p>Learn about the place of love and joy in families Most families consist of mother, father & children but not all families are like this.</p>	<p>SEAL- RELATIONSHIPS Understanding the feelings of others I know how most people feel when they lose something or someone they love. Social skills I can tell you how I feel about the important people or animals in my life. I know some ways to celebrate the life of someone I care about. I can tell you about someone that I no longer see. I understand that we can remember people even if we no longer see them.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<ul style="list-style-type: none"> Send a scripture quote to parents / carers so they can talk to their children about it. Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. Invite parents / carers to Key Stage assemblies on safety in the home and at school. Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
Additional Resources http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Reconciliation Inter-relating Building bridges: Why are bridge builders important in life? Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	<p>Created to live in our society and the wider world <i>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</i></p> <p>Our Lives (Difference and Diversity) Explore and value the differences of individuals in their communities Learn about the range of jobs carried out by people they know Investigate people's reactions to differences e.g. of talents, looks, cultures Become aware of the consequences of antisocial behaviour, such as bullying, teasing and racism Explore the consequences of anti-social behaviour on individuals and communities</p>		Deepen their appreciation of the place of the sacrament of Reconciliation in their lives		- Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools	<ul style="list-style-type: none"> Invite parents / carers to a service of reconciliation. Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. Send home some 'sorry' prayers that parents/carers and children can say together. Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
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<p>Universal Church World</p> <p>God's People: Why do some people do extraordinary things? Different Saints show people what God is like.</p>	<p>Know that they are created to live in our society and the wider world. <i>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i> <i>To know that there are some cultural practices which are against British law and universal rights</i> Our lives (Difference & Diversity) Identify ways in which people in our world depend on each other think about lives of people living in other places and times and people with different values and customs Investigate community life in a 'developing world' area Learn that difference and similarities between people arise from a number of factors, cultural, ethic, racial, religious, gender and disability Environment Explore ways in which their actions affect the environment and how they can work with others to preserve the environment</p>			<p>SEAL – CHANGES Knowing myself I know that what we feel and think affects what we do (how we behave). I can tell you why I behave as I do when I am finding a change difficult. Understanding my feelings I can tell you how I would feel if a change that I didn't want to happen was imposed on me. I know some of the reasons that change can feel uncomfortable and scary. Understanding the feelings of others I can sometimes understand why other people are behaving as they are when they are finding a change difficult. Managing my feelings I know some ways of dealing with the feelings that sometimes arise from changes. Belonging to a community I can tell you how it feels to belong to a group, and know it is important for everyone.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p> <p>Universal Church Topic Resources at www.CAFOD.org.uk</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives. Talk about those who help in our community including the PP.</p>
<p>Additional Resources Water Assembly www.cafod.org.uk/Education/Primary-schools/Water Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Celebrate European Day of Languages / World Languages Week</p>						

AUTUMN TERM Year 5						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Domestic church</p> <p>Family</p> <p>Ourselves: Who am I? Created in the image and likeness of God</p>	<p>Know they are created to love others <i>To recognise and respond appropriately to a wider range of feelings in others</i> <i>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family</i> <i>To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</i></p>		<p>Explore ways to reflect God's unconditional love in their lives</p>	<p>SEAL – NEW BEGINNINGS Belonging I know that I am valued at school. Understanding my feelings I understand how it feels to do or start something new, and why. Managing my feelings I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. Understanding the feelings of others I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. Making choices I can explain how I go about solving a problem and can give you an example of a problem I have solved. Understanding rights and responsibilities I know some of the things that help us in school to learn and play well together. I understand my rights and responsibilities in the school. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Picture my World – meet the children Picture my World – real life stories Picture my World – A portrait of me A-Z Global Photo pack – Y card Harvest Fast Day Resources</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Baptism/ confirmation belonging Life Choices: Is commitment important? Marriage, commitment and service</p>	<p>Know they are created to love others <i>What being part of a community means and about the various institutions which support locally and nationally</i></p> <p>Know they are created to live in our society and the wider world. <i>Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</i></p>		<p>Reflect on personal responsibility for maintaining good relationships</p> <p>Explore the marriage liturgy, especially the parents' responsibility towards children as expressed through the vows of Christian marriage</p> <p>Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships</p> <p>Our lives (Difference & Diversity) <i>Explore the meaning of prejudice and how it can be expressed Investigate ways in which the community deals with prejudice Appreciate the range of national, regional, religious and ethnic identities within the UK Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic/racial, religious diversity, gender or disability</i></p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. Working together I can tell you some things that a good leader should do. Managing feelings – anger I know what my triggers are for anger. I know what happens when I get angry. I know what happens when I am overwhelmed by feelings of anger. I know some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. Resolving conflict I can say things and do things that are likely to make a difficult situation better. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I can use my skills for solving problems peacefully to help other people resolve conflict.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. Discuss with parents whom they trust and what they would do. I feel safe with_____ I don't feel safe with_____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
<p>Additional Resources</p> <p>Internet Safety www.thinkuknow.co.uk</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:

		STAT(Bold)				
<p>Advent/ Christmas loving</p> <p>Hope: What does it mean to live in hope?</p> <p>Waiting in joyful hope for Jesus; the promised one.</p>	<p>Know they are created to love others</p> <p><i>About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</i></p> <p><i>Know they are created to live in our society and the wider world</i></p> <p><i>To judge what kind of physical contact is acceptable or unacceptable and how to respond To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help To recognise their increasing independence brings increased responsibility to keep themselves and others safe</i></p> <p><i>To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</i></p> <p>Created to live in our society and the wider world.</p> <p><i>That bacteria and viruses can affect health and that following simple routines can reduce their spread</i></p>		<p>Explore ways of dealing with broken relationships and bringing about reconciliation</p> <p>Our Lives (Difference and Diversity)</p> <p><i>Consider the experiences and lives of other people living in other places/times and with different values and customs Reflect on social, moral and cultural issues using imagination, to consider the experience of others Develop an understanding and respect for the beliefs and cultures of others Appreciate the diversity of national, regional, religious and ethnic identities in the UK.</i></p>	<p>SEAL – SAY NO TO BULLYING I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another.</p> <p>I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices.</p> <p>I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<p>Sharing our World Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy.</p> <p>Invite organisations, e.g. NSPCC to talk about how the children can help others.</p> <p>Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p>Additional Resources</p> <p>Internet safety www.thinkuknow.co.uk</p>						

SPRING TERM YEAR 5

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Local church Community Mission: Do we all have a mission in life? Continuing the mission of Jesus in our Diocese.	Know they are created to love others <i>There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</i>		Learn about sources of help and support for individuals, families and groups That pressure to engage in unacceptable or risky behaviour can come from a variety of sources, including people they know, and to exercise basic techniques for resisting pressure Explore the meaning of friendship, trust and loyalty Learn about different types of relationships among friends and families and to develop skills needed to be effective in relationships Most families consist of mother, father & children but not all families are like this.	SEAL – GOING FOR GOALS Knowing myself I know the skills and attributes of an effective learner. I can try to develop these skills. I can recognise and celebrate my own achievements. I know what some of the people in my class like or admire about me. Setting a realistic goal I can set myself a goal or challenge. Evaluation and review I can be a critical friend to others and myself. I can apply what I have learned. I can tell you what I need to learn next.	Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community.</p> <p>Have a ‘Mission Together’ celebration.</p>

Additional Resources

 Community Police Inspire Programme- Claire.Kilroy@sussex.pnn.police.uk

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Eucharist relating</p> <p>Memorial Sacrifice: Why do we need memories?</p> <p>The Eucharist; the living memorial of Jesus’ sacrifice.</p>	<p>Created to live in our society and the wider world</p> <p><i>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard</i></p> <p><i>What positively and negatively affects their physical, mental and emotional health (including the media)</i></p>		<p>Recognise that actions have consequences for themselves and other, recognise others’ feelings and put themselves in someone else’s shoes</p> <p>To be able to talk about relationships and how to seek advice from significant adults</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card ‘words to make the world a better place’. Parent /carer to tick where appropriate. (See Parent’s Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child- back to back. Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. Discuss how we can ‘care for the planet’ in some way.
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Lent/Easter Giving Sacrifice: Why do we need to make sacrifices? Lent a time for aligning with the sacrifice already made by Jesus.	Created to live in our society and the wider world <i>How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</i> <i>About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</i> Our Lives (Drugs education – Drug & alcohol education) Understand which commonly available substances and drugs are legal and illegal and their effects and the associated risk Develop an awareness of the way the media influences our choices Become aware of the effects of exercise bones , muscles and organs Learn about options for a healthy lifestyle, including benefits of exercise healthy eating and what affects positive mental health, and to make informed choices			SEAL – GOOD TO BE ME Knowing myself I accept myself for who and what I am. Understanding my feelings I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. Managing my feelings I can use some strategies to help me when I feel useless or inadequate. I can feel positive even when things are going wrong. I can disagree with someone without falling out. I can cope when someone disagrees with me. Making choices I can make a judgement about whether to take a risk.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Fast Day Stories: www.cafod.org.uk Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources B&H HS team Y4 & Y5 Why have a drink? http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=917708&WorkspaceId=2031514						

SUMMER TERM YEAR 5						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Pentecost Serving Transformation: How can energy transform? Celebration of the Spirit's transforming power</p>	<p>Created to live in our society and the wider world <i>The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable unhealthy or risky way can come from a variety of sources including people they know and media How their body will and emotions may change as they approach and move through puberty Appreciate the roles and responsibilities of other family members</i></p>	<p>Describe the life process of reproduction in some plants and animals <i>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants and sexual reproduction in animals They might observe changes in an animal over a period of time for example hatching chicks and compare how different animals reproduce and grow Pupils should be taught to describe the changes as humans develop to old age. They should learn about the changes experienced in puberty</i></p>	<p>Our Lives (RSE -Puberty) <i>As they approach puberty learn about bodily changes - Including menstruation learn about options for a healthy lifestyle, including benefits of exercise, healthy eating and what affects positive mental health Learn how to manage feelings as they change As they approach puberty; the changes in emotions that puberty brings and how to manage their feelings</i></p>	<p>SEAL – RELATIONSHIPS Knowing myself I can think about what embarrasses me and learn something about me that I didn't know before. Understanding my feelings I can tell you about a time that I felt embarrassed and what it felt like. Managing my feelings I know some things to do when I feel embarrassed that will not make things worse. Understanding the feelings of others I have helped someone who felt embarrassed. I know how to make people feel good about themselves. Social skills I can tell you about the people who are important to me. I can give and receive a compliment. I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. Making choices I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools</p> <p>Child's Guide to CAFOD—Who is my neighbour? 'One Day, One World' Video</p>	<ul style="list-style-type: none"> Send a scripture quote to parents / carers so they can talk to their children about it. Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. Invite parents / carers to Key Stage assemblies on safety in the home and at school. Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
<p>Additional Resources http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Reconciliation Inter-relating Freedom & Responsibility: How do rules bring freedom?</p> <p>Commandments enable Christians to be free and responsible.</p>	<p>Created to live in our society and the wider world <i>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</i></p>		<p>Talk about relationships and know how to seek advice from significant adults</p>		<p>- Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools</p>	<ul style="list-style-type: none"> • Invite parents / carers to a service of reconciliation. • Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. • Send home some 'sorry' prayers that parents/carers and children can say together. <p>Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.</p>
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Universal Church World Stewardship: Can I be a steward of creation?</p> <p>The Church is called to be Stewards of creation.</p>	<p>Know that they are created to live in our society and the wider world.</p> <p><i>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p><i>To know that there are some cultural practices which are against British law and universal rights</i></p> <p>Explore different ways to respond to the gifts of creation- using a variety of media and experiences</p> <p>Environment Explore the concept that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>			<p>SEAL – CHANGES</p> <p>Knowing myself I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss.</p> <p>Understanding my feelings I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might overreact because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'.</p> <p>Understanding the feelings of others I can try to understand why people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges.</p> <p>Managing my feelings I know that sometimes there can be positive outcomes from changes that we didn't welcome initially.</p> <p>Belonging to a community I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p> <p>Universal Church Topic Resources at www.CAFOD.org.uk</p>	<ul style="list-style-type: none"> • Ask parents / carers to talk to their children about the different gifts of family members. • Ask parents / carers to tell their children something of their family roots. • Ask parents / carers to talk about special family occasions. • Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives.</p> <p>Talk about those who help in our community including the PP.</p>

Additional Resources

Water Assembly www.cafod.org.uk/Education/Primary-schools/Water
Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment
Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment
Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Celebrate European Day of Languages / World Languages Week

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AUTUMN TERM Year 6						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Domestic church Family Loving: Do you have to earn love? God who never stops loving	<p>Know they are created to love others</p> <p><i>To recognise and respond appropriately to a wider range of feelings in others</i></p> <p><i>That differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability (See protected characteristics of the Equality Act 2010) To be aware of different types of relationships including those between acquaintances, friends, relatives and family</i></p> <p><i>To be aware that marriage is a commitment freely entered into by both people and that no-one should enter into a marriage if they don't absolutely want to do so</i></p>			<p>SEAL – NEW BEGINNINGS</p> <p>Belonging</p> <p>I have worked with and talked to everyone in my class.</p> <p>Understanding my feelings</p> <p>I understand how it feels to do or start something new, and why.</p> <p>Managing my feelings</p> <p>I have some strategies to cope with uncomfortable feelings and to calm myself when necessary.</p> <p>Understanding the feelings of others I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed.</p> <p>Social skills</p> <p>I work well in a group and can tell you what helps my group to work well together.</p> <p>Understanding rights and responsibilities I understand my rights and responsibilities in the school.</p> <p>I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school. If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>Picture my World – meet the children</p> <p>Picture my World – real life stories</p> <p>Picture my World – A portrait of me</p> <p>A-Z Global Photo pack – Y card</p> <p>Harvest Fast Day Resources</p>	<ul style="list-style-type: none"> Ask parents to return a prepared affirmation card e.g. teacher sends home, 'Asha is special because...' Invite each child to prepare a 'leaf' for parents / carers e.g. _____ is special because <p>Discuss with children the things they would like to improve. Who could they ask for help within their community?</p>
Additional Resources						

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Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
<p>Baptism/confirmation belonging Vocation & Commitment: What is commitment in life?</p> <p>The vocation of priesthood and religious life</p>	<p>Know they are created to love others <i>What being part of a community means and about the various institutions which support locally and nationally</i></p> <p>Know they are created to live in our society and the wider world. <i>Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations and how to take part in making and changing those</i></p> <p><i>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</i></p>		<p>Our lives (Difference & Diversity) <i>Investigate the effects of stereotyping on the community. Develop strategies for minimising the effects of stereotyping. Realise the nature and consequences of racism, teasing, bullying and aggressive behaviour</i></p> <p><i>Recognise that differences and similarities between people arise from a number of factors</i></p> <p><i>Reflect on the ways they are able to support people in their community</i></p> <p><i>Develop sensitivity and respect of the rights and needs of others regardless of gender, race, belief, physical and mental ability</i></p> <p><i>Develop ways to evaluate media experiences and to make critical judgements</i></p>	<p>SEAL – GETTING ON AND FALLING OUT Friendship I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. Seeing things from someone else's perspective I know how it can feel to be excluded or treated badly because of being different in some way. I am able to see a situation from another person's perspective.</p> <p>Working together When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p> <p>Managing feelings – anger I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. I know what my triggers are for anger. I know what happens when I get angry. I know what happens when I am overwhelmed by feelings of anger. I know some ways to calm myself down.</p> <p>Resolving conflict I know that it is important in a conflict situation to talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.</p>	<p>CAFOD Global Activity Book</p> <p>Focus on Fairtrade Picture my World – Fairtrade shopping game Picture my World – Children's Rights assembly</p>	<ul style="list-style-type: none"> Discuss with adults you can trust and who you can speak to if you feel unsafe, even if it's another adult. Discuss with parents whom they trust and what they would do. I feel safe with _____ I don't feel safe with _____ <p>Ask different workers in the community to speak to pupils, e.g. Community Constable, School Nurse, Justice & Peace group or a CAFOD worker</p>
<p>Additional Resources</p> <p>Internet Safety www.thinkuknow.co.uk</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
<p>Advent/ Christmas loving</p> <p>Expectations: Should we have expectations in life?</p> <p>Jesus born to show God to the world.</p>	<p>Know they are created to love others <i>About people who are responsible for helping them stay healthy and safe and the ways in which they can help these people</i> <i>Know they are created to live in our society and the wider world</i> <i>To judge what kind of physical contact is acceptable or unacceptable and how to respond To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help To recognise their increasing independence brings increased responsibility to keep themselves and others safe</i> <i>To recognise ways in which relationships can be unhealthy and who to talk to if they need support To recognise and manage dares (situations where choices can be made to enter into something that is dangerous or difficult)</i> Created to live in our society and the wider world. <i>That bacteria and viruses can affect health and that following simple routines can reduce their spread</i></p>		<p>Recognise that actions have consequences for themselves and others, recognise others' feelings.</p>	<p>SEAL – SAY NO TO BULLYING I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between direct and indirect types of bullying. I can explain some of the ways in which one person (or group of people) can have power over another. I know some of the reasons why people use bullying behaviours. I know some ways to encourage children who use bullying behaviours to make other choices. I can tell you a range of strategies which I have for managing my feelings in bullying situations, and for problem solving when I am part of one.</p>	<p>Sharing our World Goal 6 (4,5,1)</p> <p>Live Simply photo-pack</p> <p>Picture my World</p> <p>Interactive Advent Calendar</p> <p>World Gifts stories and assembly</p> <p>Link to any Advent charity work e.g. CAFOD World Gifts www.cafod.org.uk/worldgifts</p>	<ul style="list-style-type: none"> Discuss with parents how they help them to keep healthy. Discuss how family can help each other. <p>Ask the school nurse to speak to children about how to keep healthy. Invite organisations, e.g. NSPCC to talk about how the children can help others. Ask someone from the parish to talk about how they keep their relationship with God 'healthy'.</p>
<p>Additional Resources Internet safety www.thinkuknow.co.uk</p>						

SPRING TERM YEAR 6						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
Local church Community Sources: Are books enriching? The Bible – the special book for the Church.	Know they are created to love others <i>There are different kinds of responsibilities rights and duties at home, at school and in the community and towards the environment</i>	N/A	Recognise the risks in different situations and make judgements about behaviour	SEAL – GOING FOR GOALS Knowing myself I can recognise when I am using an excuse instead of finding a way around a problem. Planning to reach a goal I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step. Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. Making choices I can consider the consequences of possible solutions or reaching my goal for myself, others and for communities or groups.	Picture my World – meet the children Picture my World – my family Picture my World – real life stories Picture my World – My Global Family Sharing our world Goal 8 Families assembly Live simply	<ul style="list-style-type: none"> Ask children to find out what rules they follow at home. Ask parents / carers to look for changes in the natural environment, to and from school. Ask parents/carers to arrange a family meal/gathering or some form of celebration. <p>Invite the community into school to speak about rules e.g. Community Constable</p> <p>Invite RSPCA , PP Catechist etc. to talk about their work in the community. Celebrate a liturgy of belonging with the parish/home/school community. Have a 'Mission Together' celebration.</p>
Additional Resources Community Police Inspire Programme- Claire.Kilroy@sussex.pnn.police.uk						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/Community You could:
<p>Eucharist relating Unity: Why are we happiest when we are united? The Eucharist enables people to live in communion.</p>	<p>Created to live in our society and the wider world <i>To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy that makes them uncomfortable, anxious or that they believe to be wrong To differentiate between the terms risk, danger and hazard</i> <i>What positively and negatively affects their physical, mental and emotional health (including the media)</i></p>		<p>Explore the marriage liturgy, especially the parents' responsibility towards children as expressed through the vows of Christian marriage</p> <p>Learn about the different types of relationships among friends and families and develop the skills needed to be effective in relationships Most families consist of mother, father & children but not all families are like this.</p>		<p>Caring for the Forest online game</p> <p>Picture my World – Have your say</p> <p>Sharing our world Goal 7</p> <p>The Eight day assembly sketch</p> <p>Climate change scheme of work</p> <p>Global A-Z photopack</p> <p>Go Green poster pack</p>	<ul style="list-style-type: none"> Ask children to design a card 'words to make the world a better place'. Parent /carer to tick where appropriate. (See Parent's Pack) Invite parents / carers to take home a good listening guide. Colour in pieces of evidence of good listening (one for adult and one for child-back to back. Ask children to watch closely a grown-up doing a job at home, e.g. ironing, cooking. Think about what they are feeling and what they might be thinking. Ask parents/carers to try and have a family meal together. Invite someone to talk about recycling. <p>Discuss how we can 'care for the planet' in some way.</p>
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Lent/Easter Giving Death & New Life: Can any good come out of loss and death? Celebrating Jesus' death and resurrection.	Created to live in our society and the wider world <i>How to make informed choices in relationships (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a balanced lifestyle.</i> <i>About change including transitions (between key stages and schools) loss, separation, divorce and bereavement</i> Our Lives (Drugs education – Drug & alcohol education) Develop appropriate techniques to resist pressure from friends and others with regard to tobacco, alcohol and drugs Learn which commonly available substances and drugs are legal and illegal, their effects and risks Investigate ways to achieve a healthy body through diet, exercise, hygiene and rest	Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessel and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function <i>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might research about the relationship between diet, exercise, drugs, lifestyle and health.</i>	Investigate ways to achieve a healthy body and lifestyle Develop skill needed to form, and to end relationships Continue developing ways to talk about relationships and to seek advice from significant adults Learn about different kinds of relationships among friends and families and develop the skills to be effective in relationships	SEAL - GOOD TO BE ME Knowing myself I accept myself for who and what I am. Understanding my feelings I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time. Managing my feelings I can recognise when I am feeling worried. I know how to do something about my worry. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice.	Fast Day Stories http://www.cafod.org.uk/primary Walking for water ppt Walking together with CAFOD ppt Sharing our world Goal 8 Lenten Calendar Picture my World - stories Fast Day Stories: www.cafod.org.uk Link to LENT Charity Work e.g. Mission Together	<ul style="list-style-type: none"> Ask parents to share with children their mistakes and achievements. This week I will try to ... (one side child, other side parent). Ask parents to help children set a target at home, e.g. wash up, make a cup of tea. Invite members of the community who have impairments to discuss with children how they have overcome difficulties. Explore community newspapers for examples of achievements.
Additional Resources B&H HS team Y6 what's in a drink? Smoking Dilemmas Alcohol and family scenarios http://www.school-portal.co.uk/GroupWorkspaces.asp?GroupId=917708&WorkspaceId=2031514						

SUMMER TERM YEAR 6						
Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Pentecost Serving Witnesses: What do I want to witness to in my life? The Holy Spirit enables people to become witnesses.</p>	<p>Created to live in our society and the wider world <i>The concept of keeping something confidential or secret when we should not or not agree to this and when it is right to break a confidence or break a secret To deepen their understanding of good and not so good feelings to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Taking care of the body understanding that they have autonomy and the right to protect their body from inappropriate or unwanted contact That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources including people they know and media Understanding that actions such as female genital mutilation (FGM) constitutes abuse, are a crime and how to get support if they have fears for themselves or their peers How their body will and emotions may change as they approach and move through puberty</i></p>		<p>Our Lives (RSE and relationship education) Be aware that balanced diet, exercise, hygiene and rest are necessary for maintaining a healthy body and a healthy mind Learn that bacteria and viruses can affect health and transmission may be reduced when simple safe routines are used Consider ways in which they can contribute to family life Hear about the commitment of Christian parents in bringing up their children Explore the responsibilities that parents have in bringing up children</p> <p>Journey in Love Covers the basic biology of human reproduction within the context of marriage (including sexual intercourse) NO LONGER STAT but can be taught in consultation with parents /carers</p>	<p>SEAL – RELATIONSHIPS Understanding my feelings I understand that there is not just one way to grieve. Managing my feelings I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone. Understanding the feelings of others I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways. Social skills I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can break friends with someone without hurting their feelings. I can think about when to forgive someone. I can forgive someone. Making choices I understand when breaking friends might be the best thing to do.</p>	<p>Picture my World – About CAFOD</p> <p>Picture my World - emergencies</p> <p>Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools</p> <p>Child’s Guide to CAFOD—Who is my neighbour? ‘One Day, One World’ Video</p>	<ul style="list-style-type: none"> • Send a scripture quote to parents / carers so they can talk to their children about it. • Write to parents / carers about the importance of joined up thinking regarding safety in the home and at school. • Invite parents / carers to Key Stage assemblies on safety in the home and at school. • Let parents / carers know about the traffic light safety. Invite the crossing patrol person into class to discuss the importance of road safety
<p>Additional Resources http://www.bbc.co.uk/learning/schoolradio/subjects/pshecitizenship Pentecost liturgy www.cafod.org.uk/Media/Files/Resources/Primary/Resource-collection-files/Primary-Pentecost-liturgy</p>						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
Reconciliation Inter-relating Healing: Who needs healing? The sacrament of the sick	Created to live in our society and the wider world <i>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them</i>		Talk about relationships and know how to seek advice from significant adults		- Millennium Development Goals—Making the world a fairer place. CAFOD www.cafod.org.uk/schools	<ul style="list-style-type: none"> • Invite parents / carers to a service of reconciliation. • Ask parents / carers to make an effort to show that they can say sorry and know how to forgive. • Send home some 'sorry' prayers that parents/carers and children can say together. Hold a school service of Reconciliation. Respond in some way to a local, national or world issue of conflict.
Additional Resources						

Come & See Topics	PSHE Opportunities for pupils to: <i>So chln are able to:</i>	Links to Science Curr (2014) STAT(Bold)	Links to EPR/RSE Journey in Love Children will:	Links to SEAL	Links to CAFOD/Other	Parents/Carers/ Community You could:
<p>Universal Church World</p> <p>Common Good: How can we work together to build a just and fair world? The good work of the worldwide Christian family.</p>	<p>Know that they are created to live in our society and the wider world. <i>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</i></p> <p><i>To know that there are some cultural practices which are against British law and universal rights</i></p> <p>Environment Deepen awareness of current environment issues in the context of God's creation including allocation of resources</p> <p>Money Management Explore ways to look after money and the benefits of saving for future needs</p>		<p>Develop ways to deal with the consequences of wrong choices</p> <p>Learn about different kinds of relationships among friends and families and to develop the skills needed to be effective in relationships at home, in the community and world-wide.</p> <p>Most families consist of mother, father & children but not all families are like this.</p>	<p>SEAL – CHANGES</p> <p>Knowing myself I can tell you some of the good things about me that my classmates like and value.</p> <p>Understanding my feelings I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable.</p> <p>Understanding the feelings of others I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school.</p> <p>Managing my feelings I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools.</p>	<p>Picture my World Peru pack Sharing our world Live Simply Focus on Fairtrade</p> <p>Universal Church Topic Resources at www.CAFOD.org.uk</p>	<ul style="list-style-type: none"> Ask parents / carers to talk to their children about the different gifts of family members. Ask parents / carers to tell their children something of their family roots. Ask parents / carers to talk about special family occasions. Ask parents / carers how they mark significant life events e.g. birth of a new baby, death, marriage. <p>Invite people from other faith traditions / ethnic minorities to talk about a particular aspect of their lives. Talk about those who help in our community including the Parish Priest</p>
<p>Additional Resources Water Assembly www.cafod.org.uk/Education/Primary-schools/Water Environment assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Climate justice assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Primary sustainability assembly www.cafod.org.uk/Education/Primary-schools/Climate-Environment Celebrate European Day of Languages / World Languages Week Invite local Bank representatives to come into school - <i>Lloyds have a good schools' programme so do Barclays</i></p>						