



**St Augustine of Canterbury R.C Primary School**  
**PSHE and RSE Coverage 2023-2024**

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**Statutory Guidance - By the end of Primary School**

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| <b>Families and People Who Care for Us</b> | <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.<ul style="list-style-type: none"><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li></ul></li><li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul> |
| <b>Caring Friendships</b>                  | <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>  |
| <b>Respectful Relationships</b>            | <ul style="list-style-type: none"><li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li></ul>   |
| <b>Online Relationships</b>                | <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>• how information and data is shared and used online.</li></ul>  |
| <b>Being Safe</b>                          | <ul style="list-style-type: none"><li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li><li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li><li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• where to get advice e.g. family, school and/or other sources</li></ul>  |

|        |                          | EYFS   | Y1  | Y2  | Y3  | Y4  | Y5  | Y6  |
|--------|--------------------------|--|---|---|---|---|---|---|
| Autumn | Ten:Ten Module           | Created and Loved by God<br>Every topic begins with the unit prayer and assessment activity.   |   |   |   |   |   |   |
|        | Ten:Ten Life to the Full | Religious Understanding<br>Handmade with Love  | Religious Understanding<br>Let the children come  | Religious Understanding<br>Get up!<br>The Sacraments  | Religious Understanding<br>Get up!<br>The Sacraments  | Religious Understanding<br>Get up!<br>The Sacraments  | Religious Understanding<br>Calming the storm  | Religious Understanding<br>Calming the storm  |
|        | Topics and sessions      | Me, My Body, My Health<br>I am Me<br>Heads, Shoulders, Knees and Toes<br>Ready Teddy<br><br>Emotional Wellbeing<br>I like, you like, we all like<br>All the feelings<br>Lets get real<br><br>Life cycles<br>Growing up | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything | Me, My Body, My Health<br>I am unique<br>Girls and boys<br>Clean and healthy (my body)<br><br>Emotional Wellbeing<br>Feelings, likes and dislikes.<br><br>Life cycles<br>The cycle of life<br><br>Bereavement resource<br>A time for everything |
|        | Happy Minds Module       | Meet Your Brain<br>Celebrate   |   |   |   |   |   |   |
|        | Happy Minds coverage     | Express feelings and consider feelings of others<br>Be more outgoing<br>Extend and elaborating play ideas<br>See themselves as a valuable individual<br>Healthy Lifestyles   | Healthy Lifestyles<br>Mental Health<br>Ourselves- Growing and changing<br>Managing hurtful behaviour and bullying<br>Respecting Self and others<br>Communities<br>Economic wellbeing  | Healthy Lifestyles<br>Mental Health<br>Ourselves – Growing and Changing<br>Families and positive relationships<br>Respecting Self and others<br>Respectful relationships  | Healthy Lifestyles<br>Mental Health<br>Ourselves – Growing and Changing<br>Families and positive relationships<br>Respecting Self and others<br>Respectful relationships  | Healthy Lifestyles<br>Mental Health<br>Ourselves – Growing and Changing<br>Families and positive relationships<br>Respecting Self and others<br>Respectful relationships  | Healthy Lifestyles<br>Mental Health<br>Ourselves – Growing and Changing<br>Families and positive relationships<br>Respecting Self and others<br>Respectful relationships  | Healthy Lifestyles<br>Mental Health<br>Ourselves – Growing and Changing<br>Families and positive relationships<br>Respecting Self and others<br>Respectful relationships  |
|        | Outside Support          |  |   |   | Prevent - Assembly  | Prevent – Assembly and workshop   | Prevent – Assembly and workshop   | Prevent – Assembly and workshop   |
|        | Significant Events       | September<br>Recycling Week  | October<br>World Mental Health Day (Young Minds)<br>World Space Week<br>Black History Month   | November<br>Remembrance<br>Anti – Bullying week – November<br>Diwali  | December<br>Christmas   | December<br>Christmas   | December<br>Christmas   | December<br>Christmas   |

|                    |  | EYFS   | Y1  | Y2   | Y3   | Y4 | Y5 | Y6 |
|--------------------|--|--|---|--|--|----|----|----|
| Spring             | Ten:Ten Module                                     | Created to Love Others<br>Every topic begins with the unit prayer and assessment activity.   |   |  |  |    |    |    |
|                    | Ten:Ten Life to the Full                           | Religious Understanding<br>Role Model  | Religious Understanding<br>God loves you  | Religious Understanding<br>Jesus, my friend  | Religious Understanding<br>Is God calling you?   |    |    |    |
|                    | Topics and sessions                                | Personal Relationships<br>Who's Who?<br>You've got a friend in me<br>Forever friends<br><br>Keeping Safe<br>Safe inside and out<br>My body, my rules<br>Feeling poorly<br>People who help us | Personal Relationships<br>Special people<br>Treat other's well..<br>And say sorry<br><br>Keeping Safe<br>Being safe<br>Good and bad secrets<br>Physical contact<br>Harmful substances<br>Can you help me? (parts 1 and 2) | Personal Relationships<br>Friends, family and others<br>When things feel bad<br><br>Keeping Safe<br>Sharing online<br>Chatting online<br>Safe in my body<br>Drugs, alcohol and tobacco<br>First Aid heroes | Personal Relationships<br>Under pressure<br>Do you want a piece of cake?<br>Self-talk<br><br>Keeping Safe<br>Sharing isn't always caring<br>Cyberbullying<br>Types of abuse<br>Impacted lifestyles<br>Making good choices<br>Giving assistance |    |    |    |
|                    | Happy Minds module                                 | Appreciate Relate  |   |  |  |    |    |    |
|                    | Happy Minds coverage                               | Build constructive relationships<br>Express feelings and consider feelings of others<br>Think about perspective of others<br>Healthy Lifestyles  | Families and close relationships<br>Friendships<br>Communities<br>Healthy Lifestyles<br>Respecting Self and Others<br>Families who care for me<br>Caring Friendships  | Families and close relationships<br>Friendships<br>Communities<br>Healthy Lifestyles<br>Respecting Self and Others<br>Economic Wellbeing<br>Families who care for me<br>Caring Friendships                 | Families and close relationships<br>Friendships<br>Communities<br>Healthy Lifestyles<br>Respecting Self and Others<br>Economic Wellbeing<br>Families who care for me<br>Caring Friendships   |    |    |    |
|                    | Outside Support                                    |  |   | CFWS: Inside Out Programme (Y3)<br>Conflict Resolution<br>Feelings and Emotions<br>Mindfulness and relaxation<br>Resilience<br>Confidence and Self Esteem<br>Worries                                       | Safenet: Connect and Respect<br>Digital and Social Media<br>Your feelings, behaviour and relationships<br>Gender, Power and Equality<br>What is Domestic Abuse   |    |    |    |
| Significant Events | January<br>Chinese New Year<br>Sleep Awareness Day | February<br>Children's Mental Health Week<br>International Day of Women in Science<br>Stand up to Bullying   | March<br>Women's History Month<br>British Science Week  | April<br>Earth Day<br>International Astronomy Day<br>VE Day<br>Mental Health Awareness Day   |  |    |    |    |

|        |                                 | EYFS   | Y1   | Y2 | Y3   | Y4 | Y5  | Y6 |
|--------|---------------------------------|--|--|----|--|----|---|----|
| Summer | Ten:Ten Module                  | Created to live in community<br>Every topic begins with the unit prayer and assessment activity. |  |    |  |    |   |    |
|        | Ten:Ten<br><br>Life to the Full | Religious Understanding<br>God is love<br>Loving God, loving others                              | Religious Understanding<br>Three in one<br>Who is my neighbour?  |    | Religious Understanding<br>A community of love<br>What is the church?  |    | Religious Understanding<br>The Trinity<br>Catholic Social Teaching  |    |
|        | Topics and sessions             | Living in the Wider World<br>Me, you, us   | Living in the Wider World<br>The communities we live in  |    | Living in the Wider World<br>How do I love others?   |    | Living in the Wider World<br>Reaching out   |    |
|        | Happy Mind module               | Engage<br>Relationship Education – extra lessons   |  |    |  |    |   |    |
|        | Happy Mind coverage             | Show resilience and perseverance in the face of challenge<br>Manage own personal hygiene         | Ourselves – growing and changing<br>Keeping Safe<br>Me and my family<br>Fabulous friendships<br>Exploring feelings |    | All About Me<br>Ourselves – growing and changing<br>Getting along with our families<br>Keeping safe<br>Families in the Wider World<br>Friendship Up and downs<br>Learning to love difference |    | Ourselves – growing and changing<br>Transition<br>Online safety (images)<br>Friendships on and off line<br>Peer pressure<br>Discrimination and the law<br>Friendships and secrets<br>Identity and respect |    |
|        | Outside Agencies                |  |  |    |  |    | EMHP – Transition sessions<br>Local high schools - Transition   |    |
|        | Significant Events              | May<br>World Day for Cultural Diversity  | June<br>World Environment Day<br>World Music Day   |    | July<br>School Sports Week<br>Children’s Art Week<br>International Day of Friendship   |    |   |    |

This overview is also to be considered alongside the Computing curriculum, which will cover a significant amount of Online Safety, and the Mission and Values overview.

Outside agency support is by needs basis as determined by class teachers and Pupil and Family Support.