

ST.MARY'S CATHOLIC PRIMARY SCHOOL

PSHE additional coverage (alongside LTF)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes:	Class rules Democracy – voting for school/eco councils	Anti-bullying Week	Safety Week Internet Safety Week	Careers	Money Sense	Class/school Transition Wider World
EYFS		R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe	R14. that sometimes people may behave differently online, including by pretending to be someone they are not R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) L9. that not all information seen online is true		L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things	H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H27. about preparing to move to a new class/year group
KS1			R15. how to respond safely to adults they don't know	L17. about some of the strengths and interests someone might need to do different jobs	L13. that money needs to be looked after; different ways of doing this	H20. about change and loss (including death); to identify feelings associated with this; to recognise

						what helps people to feel better H27. about preparing to move to a new class/year group
LKS2	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	R21. about discrimination: what it means and how to challenge it	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p> <p>H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and</p>	H36. strategies to manage transitions between classes and key stages

				<p>others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>	<p>their impact on health, wellbeing and future aspirations</p>	
UKS2		<p>R21. about discrimination: what it means and how to challenge it</p>	<p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions</p>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p>

				<p>about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>	<p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations</p>	
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Additional criteria covered within RE, Science and stand-alone lessons:

UKS2

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

H26. that for some people gender identity does not correspond with their biological sex

H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

HRSE criteria not met @ KS2:

That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.)

About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another