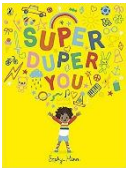
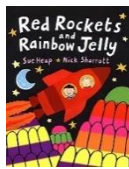
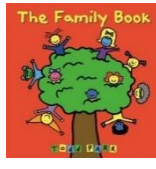




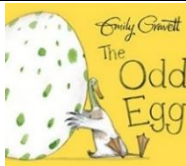
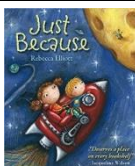
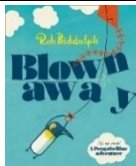
## RSHE Curriculum Map

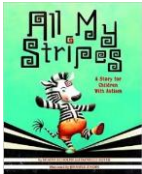
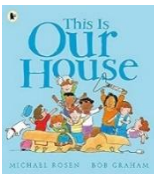
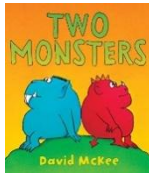
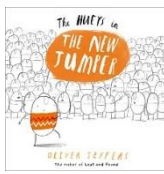
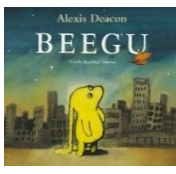


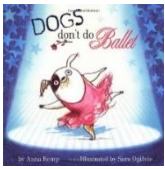
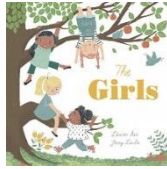
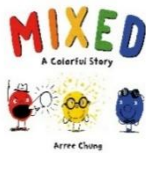
'Mane nobiscum Domine'  
(Abide with us O Lord)

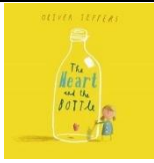
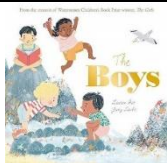
|                                                                               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer 1                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|                                                                               | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                                               | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                                                                                                                                                                                                                          | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                                                                                                                                                           | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                                                                                                                                                                           | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                                       | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                                                               |
| RSHE Topics                                                                   | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> I am Me<br><br><b>British Values:</b> Respect all differences<br><br><b>Life to the Full:</b> Who’s who?<br><br><b>Life to the Full:</b> Handmade with love (World Mental Health Day)<br><br><b>Life to the Full: What is the internet</b><br><b>Online Safety:</b><br>- What is the internet?<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good To Be Me:</b><br>Identity & Belonging, Similarities and Differences – with a focus on home food<br><br><b>Anti-Bullying Week</b><br><br><b>Life to the Full:</b> Playing online<br>- Cyberbullying<br>- Upsetting images<br>- Unreliable information<br>- Talking to strangers online<br><br><b>Life to the Full:</b> Me, You, Us<br><br><b>Life to the Full:</b> When I Grow up (Classroom short) | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the full:</b> Safe inside and out: Feeling Safe and Unsafe<br><br><b>Life to the full:</b> My body my rules: Body Awareness and Networks and Telling<br><br><b>Life to the Full:</b> Role Models, (Aspirations Week)<br><br><b>Online Safety- Safer Internet Day</b><br>- Behaviour and Risks<br><br><b>Life to the full:</b> All the feelings<br>- Coping mechanisms (Children’s Mental Health Week) | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Loving God, Loving others<br><br><b>Life to the Full:</b> Feeling poorly, benefits of Healthy Eating and medicine safety<br><br><b>Life to the Full: Money doesn’t grow on trees (Global Money Week)</b><br>- Ways to pay<br><br><b>Life to the Full:</b> Let’s Get Real<br><br><b>Life to the Full:</b> New People, New Places (Classroom Short) | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Forever Friends<br><br><b>Sun Safety</b><br><br><b>Health &amp; Drugs Education:</b> Keeping healthy & safe.<br>-What is ‘health’?<br>-hand washing and asking for help<br><br><b>Life to the Full:</b> People that help us<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Growing Up<br><br><b>Equality Education:</b><br>Challenging gender stereotypes<br><br><b>Online Safety</b><br>- Digital wellbeing<br><br><b>Life to the Full:</b> People who help us<br><b>-Inclusion and Belonging Education:</b> Belonging to a community<br><br><b>First Aid:</b> Calling for help<br><br><b>Life to the Full:</b> God is love |
| <b>Personal Development texts</b><br>Please also see Cottesmore Reading Spine |                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                         |
| <b>Learning Intention</b>                                                     | To celebrate my uniqueness                                                                                                                                                                                                                                                                                                                                                                                       | To make everyone feel welcome                                                                                                                                                                                                                                                                                                                                                                                                                                | To understand that it’s OK to like different things                                                                                                                                                                                                                                                                                                                                                                                                                | To understand that all families are different                                                                                                                                                                                                                                                                                                                                                                                | To celebrate my uniqueness                                                                                                                                                                                                                                                                                                        | To understand ways of calming down                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Further personal development opportunities</b>                             | Harvest celebration<br>Black History Month<br>Bonfire / Halloween safety<br>Show racism the red card<br>Mental Health Day<br>World Kindness day                                                                                                                                                                                                                                                                  | World Smile Day<br>Children in Need<br>Anti-bullying week                                                                                                                                                                                                                                                                                                                                                                                                    | Children’s Mental Health Week<br>Safer-Internet Day<br>International Women’s Day<br>Holocaust Memorial Day<br>Global Money Week<br>Aspirations Week                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship<br>Disability Awareness Day<br>World Environment Day<br>Sports Day                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                               | Assemblies. Fundraising opportunities – local, national and global<br>Class roles and responsibilities: School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leaders                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                              |

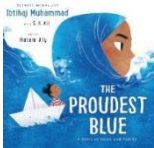
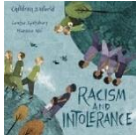
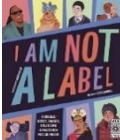
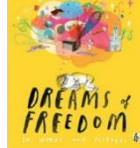


| Year 2                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                        | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                               | Autumn 2                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                        | Spring 2                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                        | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                                                                     | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                                                   | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                                                                                        | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                                                   | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                                | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                                                          |
| RSHE Topics                                                            | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Treat others well and be respectful<br><br><b>British Values:</b> Understand what democracy means<br><br><b>Life to the Full:</b> God loves you<br><br><b>Life to the Full:</b> Susie gets angry (World Mental Health Day)<br><br><b>Life to the Full:</b> Real life Online Safety<br>-Keeping things private online<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good to Be Me:</b> Identity and belonging<br>– exploring race and ethnicity<br><br><b>Anti-Bullying Week</b><br><br><b>Life to the Full:</b> Real life Online<br>-Being kind online<br><br><b>Life to the Full:</b> Saying sorry | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Physical Contact<br>- Feeling Safe and Unsafe<br><br><b>Life to the Full: Good and bad secrets</b><br>- Body Awareness and Networks and Telling<br><br><b>Aspirations Week:</b> Setting smart goals<br><br><b>Online Safety- Safer Internet Day</b><br><br><b>Children’s Mental Health Week-</b> 5 ways to wellbeing | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Change is All Around<br>(Classroom short)<br><br><b>Health Education</b><br>- Healthy diet<br><br><b>Global Money Week: Economic Education</b><br>Where money comes from<br><br><b>Life to the Full:</b> Rules to Help Us | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full and Emotional Wellbeing:</b> Clean and Healthy (My Body)<br>-The importance of sleep<br><br><b>Sun Safety</b><br><br><b>Health &amp; Drugs Education:</b> Safety at home<br><br><b>Life to the Full:</b> Can you help me?<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Girls and boys (learning body parts)<br><br><b>Equality Education</b><br>-Global Equality<br><br><b>Online Safety-</b> How to keep safe online<br><br><b>Inclusion and Belonging Education:</b> Celebrating all the communities I belong to<br><br><b>Life to the Full:</b> Beginnings and Endings<br><br><b>First Aid:</b> Bites and Stings |
| Personal Development texts<br>Please also see Cottesmore Reading Spine |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                     |
| Learning Intention                                                     | To celebrate family diversity                                                                                                                                                                                                                                                                                                                                                                                                          | To understand we share the world                                                                                                                                                                                                                                                      | To understand what makes someone feel proud                                                                                                                                                                                                                                                                                                                                                     | To feel proud of being different                                                                                                                                                                                                                                                                     | To be able to work with everyone in my class                                                                                                                                                                                                                                                                               | To understand ways of calming down                                                                                                                                                                                                                                                                                                                                                                                      |
| Further personal development opportunities                             | Harvest celebration<br>Black History Month<br>Bonfire / Halloween safety<br>Show racism the red card<br>Mental Health Day<br>World Kindness day                                                                                                                                                                                                                                                                                        | World Smile Day<br>Children in Need<br>Anti-bullying week                                                                                                                                                                                                                             | Children’s Mental Health Week<br>Safer-Internet Day<br>International Women’s Day<br>Holocaust Memorial Day<br>Global Money Week<br>Aspirations Week                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                      | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship<br>Disability Awareness Day<br>Environment Day<br>Sports Day                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                                                                        | Assemblies<br>Fundraising opportunities – local, national and global<br>Class roles and responsibilities: School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leader                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                         |

| Year 3<br>In the summer term the children will learn about puberty                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                                                                                                                                                                                                                                                | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                         | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                                                            | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                                                                       | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                                                                                            | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                                                                                                                         | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                                                                            |
| RSHE Topics                                                                                                                                                                                                                                    | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> I am Thankful<br><br><b>British Values:</b> Understand what ‘Rule of Law’ means<br><br><b>Life to the Full:</b> We Don’t Have to Be the Same<br><br><b>Life to the Full:</b> What Am I Feeling? (World Mental Health Day)<br><br><b>Life to the Full:</b> Sharing Online<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good to Be Me:</b> Identity and belonging<br>- exploring race and ethnicity<br><br><b>Anti-Bullying Week</b><br><br><b>Life to the Full:</b> Chatting Online (Classroom short)<br><br><b>Life to the Full:</b> Family, friends and others | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Safe in my body<br>-Feeling Safe and Unsafe (Classroom short)<br><br><b>Body Awareness and Networks and Telling</b><br><br><b>Aspirations Week:</b> No limits<br><br><b>Online Safety- Safer Internet Day</b><br><br><b>Life to the full:</b> What am I looking at? (Children’s Mental Health Week) | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> How do I love others?<br><br><b>Health Education:</b> Respecting our bodies. Influences on a healthy lifestyle<br><br><b>Global Money Week: Economic Education-</b> Financial Risks<br><br><b>Life to the Full:</b> Respecting our bodies.<br>-Respect and consent | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> When Things Feel Bad<br>-Developing a ‘strong mind’ (resilience)<br><br><b>Sun Safety</b><br><br><b>Life to the Full and Health &amp; Drugs Education:</b> Drugs, Alcohol and Tobacco<br>-Safety and risk in everyday medicines and drugs<br><br><b>Life to the Full:</b> Working together<br>Classroom Short<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> What is puberty?<br><br><b>Equality Education:</b> Challenging gender stereotypes<br><br><b>Online Safety:</b> Sending and receiving emails safety<br><br><b>Life to the Full:</b> A community of Love (Inclusion and Belonging Education)<br>- Belonging to a group or community and the importance of feeling that we belong<br><br><b>First Aid:</b> Asthma |
| Personal Development texts<br>Please also see Cottesmore Reading Spine                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                      |
| Learning Intention                                                                                                                                                                                                                             | To feel proud of who you are                                                                                                                                                                                                                                                                                                                                                               | To understand what discrimination is                                                                                                                                                                                                                                                           | To find a solution to a problem                                                                                                                                                                                                                                                                                                                                                | Use strategies to help someone who feels different                                                                                                                                                                                                                                                                                            | To be welcoming                                                                                                                                                                                                                                                                                                                                                                                                     | To understand how to talk about my emotions                                                                                                                                                                                                                                                                                                                                                                                               |
| Further personal development opportunities                                                                                                                                                                                                     | Harvest celebration<br>Black History Month<br>Bonfire / Halloween safety<br>Show racism the red card<br>Mental Health Day<br>World Kindness day                                                                                                                                                                                                                                            | World Smile Day<br>Children in Need<br>Anti-bullying week                                                                                                                                                                                                                                      | Children’s Mental Health Week<br>Safer-Internet Day<br>International Women’s Day<br>Holocaust Memorial Day<br>Global Money Week<br>Aspirations Week                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                               | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship<br>Disability Awareness Day<br>Environment Day<br>Sports Day                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Assemblies, Fundraising opportunities – local, national and global    Class roles and responsibilities: Wellbeing Ambassadors, Anti-bullying Ambassadors, School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leaders |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| Year 4<br>In the summer term the children will learn about puberty            |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                                                               | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                           | Spring 1                                                                                                                                                                                                                                                                                                                             | Spring 2                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                     | Summer 2                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                               | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                                                                    | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                                | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                             | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                                   | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                                                                  | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                        |
| RSHE Topics                                                                   | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full-</b> Jesus my friend<br><br><b>British Values:</b> Understand how democracy works in Britain<br><br><b>Life to the Full:</b> What is the church?<br><br><b>Life to the Full:</b> Big Changes, Little Changes (World Mental Health Day) Classroom Short<br><br><b>Life to the Full:</b> Chatting online and cyberbullying<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good to Be Me:</b> Identity and belonging -exploring race and ethnicity<br><br><b>Anti-Bullying Week</b><br><br><b>Life to the Full:</b> Sharing online<br><br><b>Life to the Full:</b> A time for everything | <b>Unit Prayer and Assessment Activity</b><br><br><b>Feeling Safe and Unsafe</b><br><br><b>Body Awareness and Networks and Telling</b><br><br><b>Aspirations Week:</b> Future career possibilities<br><br><b>Online Safety- Safer Internet Day</b> Cyberbullying<br><br><b>Children's Mental Health Week-</b> Enhancing my wellbeing | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> The Sacraments<br><br><b>Health Education-</b> Planning a healthy meal<br><br><b>Life to the Full: Money Matters (Global Money Week: Economic Education)</b><br>-Decisions on spending<br>Classroom short | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Life cycles and 5 ways to wellbeing<br><br><b>Sun Safety</b><br><br><b>Life to the Full and Health &amp; Drugs Education-</b> healthy and unhealthy choice<br>- Tobacco<br><br><b>Life to the Full:</b> Rights and Responsibilities<br>Classroom short<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Changing bodies<br><br><b>Equality Education:</b> Disability Equality Education<br><br><b>Online Safety:</b> Accepting friend requests<br><br><b>Inclusion and Belonging Education:</b> The importance of making people feel welcome<br><br><b>Life to the Full: First Aid Heroes</b><br>-Burns and scalds |
| <b>Personal Development texts</b><br>Please also see Cottesmore Reading Spine |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                 |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                  |
| <b>Learning Intention</b>                                                     | To understand when to be assertive                                                                                                                                                                                                                                                                                                                                                                                                    | To understand our relationships change as we grow older                                                                                                                                                                                                            | To show compassion to refugees                                                                                                                                                                                                                                                                                                       | To understand that we are all equal                                                                                                                                                                                                                                                  | To be who you want to be                                                                                                                                                                                                                                                                                                                                     | To understand how to talk about my emotions                                                                                                                                                                                                                                                                                                                                           |
| <b>Further personal development opportunities</b>                             | Harvest celebration    World Smile Day    World Kindness day<br>Black History Month    Children in Need<br>Bonfire / Halloween safety    Anti-bullying week<br>Show racism the red card    World Mental Health Day                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    | Children's Mental Health Week<br>Safer-Internet Day<br>International Women's Day<br>Holocaust Memorial Day                                                                                                                                                                                                                           | Aspirations Week<br>Global Money Week                                                                                                                                                                                                                                                | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship<br>Disability Awareness Day                                                                                                                                                                                                                                                  | Sports Day<br>Environment Day                                                                                                                                                                                                                                                                                                                                                         |
|                                                                               | Assemblies<br>Fundraising opportunities – local, national and global<br>Class roles and responsibilities: Wellbeing Ambassadors, Anti-bullying Ambassadors, School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leaders                                                                                                                                                                                      |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                       |

| Year 5                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| In the summer term the children will learn about puberty                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                                                                                                                                                                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                            | Spring 1                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                                                                                                                          | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                                                                             | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                 | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                         | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                                                                                       | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                                                                                  |
| RSHE Topics                                                                                                                                                              | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Emotional Changes<br><br><b>British Values:</b> Explore the changes some individuals have made and how some of our liberties have come about<br><br><b>Life to the Full:</b> Under pressure<br><br><b>Life to the Full:</b> Body image (World Mental Health Day)<br><br><b>Life to the Full:</b> Sharing isn't always caring<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good to Be Me:</b> Identity and belonging -exploring race and ethnicity<br><br><b>Anti-Bullying Week</b><br><br><b>Online Safety:</b> Sharing Online<br><br><b>Life to the Full:</b> Self-talk | <b>Unit Prayer and Assessment Activity</b><br><br><b>Feeling Safe and Unsafe</b><br><br><b>Body Awareness and Networks and Telling</b><br><br><b>Aspirations Week:</b> My skills and qualities<br><br><b>Online Safety- Safer Internet Day</b><br><br><b>Life to the Full:</b> Peculiar feelings (Children's Mental Health Week) | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Gifts and Talents<br><br><b>Life to the Full and Health Education:</b> Spots and sleep - Importance of physical exercise on the mind and body<br><br><b>Global Money Week: Economic Education</b><br>- Dilemmas around lost or found money and personal items | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Impacted Lifestyle Classroom Short<br><br><b>Sun Safety</b><br><br><b>Life to the Full and Health &amp; Drugs Education:</b> Making good choices<br>- Alcohol education & the influence of the media<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Boys and Girls bodies and menstruation<br><br><b>Equality Education:</b> Challenging gender stereotypes<br><br><b>Online Safety-</b> Think before you share<br>- Internet Kind<br><br><b>Inclusion and Belonging Education:</b> How negative stereotypes can influence behaviours and attitudes towards different groups of people<br><br><b>First Aid:</b> Chocking |
| <b>Personal Development texts</b><br>Please also see Cottesmore Reading Spine                                                                                            |                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                  |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                            |
| <b>Learning Intention</b>                                                                                                                                                | To accept everyone for who they are                                                                                                                                                                                                                                                                                                                                                                                                            | To celebrate difference and uniqueness                                                                                                                                                                                                              | To understand how grief can affect us                                                                                                                                                                                                                                                                                            | To celebrate diversity                                                                                                                                                                                                                                                                                                                   | To understand how friendships can evolve                                                                                                                                                                                                                                                                   | To understand how to look after my mental health                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Further personal development opportunities</b>                                                                                                                        | Harvest celebration<br>Black History Month<br>Bonfire / Halloween safety<br>Show racism the red card<br>Assemblies. Fundraising opportunities – local, national and global                                                                                                                                                                                                                                                                     | World Smile Day<br>World Kindness day<br>Children in Need<br>Anti-bullying week<br>World Mental Health Day                                                                                                                                          | Children's Mental Health Week<br>Safer-Internet Day<br>International Women's Day<br>Holocaust Memorial Day                                                                                                                                                                                                                       | Aspirations Week<br>Global Money Week                                                                                                                                                                                                                                                                                                    | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship<br>Disability Awareness Day                                                                                                                                                                                                | Sports Day<br>Environment Day                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Class roles and responsibilities: Wellbeing Ambassadors, Anti-bullying Ambassadors, School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leaders |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Year 6                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| In the summer term the children will learn about conception                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                                                                                                                                                                                                                                            | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                               | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|                                                                                                                                                                                                                                            | <b>Me and my World</b><br>Pupils develop an understanding of their own identity and individuality, learning to value differences and build self-awareness while being introduced to online safety.                                                                                                                                                                                                                                                                    | <b>We all belong</b><br>Pupils explore relationships, belonging and respect, developing an understanding of similarities and differences alongside strategies to prevent and respond to bullying, including online.                                                                                                                                   | <b>Safety and Wellbeing</b><br>Pupils learn how to recognise and respond to safe and unsafe situations, understand personal boundaries and identify trusted adults, strengthening their ability to keep themselves safe.                                                                                                                                                                           | <b>Taking care of myself</b><br>Pupils develop knowledge and skills to take responsibility for their own health and wellbeing, including making informed choices about diet, hygiene and everyday decision-making.                                                     | <b>Staying safe in the real world</b><br>Pupils apply their understanding of safety to real-life contexts, learning how to manage risks in different environments and recognise the role of people who help keep them safe.                                                                                                                                                                                                                              | <b>Growing up &amp; Community</b><br>Pupils explore change, growth and transition, developing an understanding of equality, inclusion and community, while building independence and preparing for the next stage of learning.                                                                                                                                                                                                                                                                                          |
| RSHE topics                                                                                                                                                                                                                                | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> Calming the Storm (emotional changes)<br><br><b>British Values:</b> Explore British laws that help to protect & promote a fairer society<br><br><b>Life to the Full:</b> Build others up<br>Classroom Short<br><br><b>Life to the Full:</b> Reaching Out (World Mental Health Day)<br><br><b>Life to the Full:</b> Cyberbullying<br>Classroom Short<br><br><b>Show Racism the Red Card</b> | <b>Unit Prayer and Assessment Activity</b><br><br><b>Good to Be Me:</b> Identity and belonging<br>- exploring race and ethnicity<br><br><b>Anti-Bullying Week</b><br><br><b>Life to the Full:</b> Seeing harmful content online<br><br><b>Life to the Full:</b> Do you want a piece of cake?<br><br><b>Life to the Full:</b> Catholic Social Teaching | <b>Unit Prayer and Assessment Activity</b><br><br><b>Feeling Safe and Unsafe</b><br><br><b>Body Awareness and Networks and Telling</b><br><br><b>Life to the Full:</b> The World of Work (Aspirations Week)<br>- Job skills/qualities and job interests<br>Classroom Short<br><br><b>Online Safety- Safer Internet Day</b><br><br><b>Children's Mental Health Week:</b> Changes and Moving forward | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> The Holy Trinity<br><br><b>Health Education-</b> Importance of a balanced lifestyle<br><br><b>Life to the Full:</b> Money and Me (Global Money Week: Economic Education)<br>Classroom Short | <b>Unit Prayer and Assessment Activity</b><br><br><b>Life to the Full:</b> God is calling you<br>-Understand how gratitude can be good for my wellbeing<br><br><b>Sun Safety</b><br><br><b>Health &amp; Drugs Education-</b> Keeping Healthy & safe Legal & illegal drugs, peer pressure and getting help<br><br><b>Life to the Full:</b> Types of abuse<br>Classroom Short<br><br><b>Life to the Full:</b> Giving Assistance<br><br><b>Water Safety</b> | <b>Unit Prayer and Assessment Activity</b><br><b>Life to the Full:</b> Making babies<br><br><b>Equality Education:</b> Challenging gender stereotypes<br><br><b>Online Safety:</b> Social Media and wellbeing<br><br><b>Inclusion and Belonging Education:</b> How negative stereotypes can influence behaviours & attitudes towards different groups of people<br><br><b>First Aid:</b> Head injury<br><br><b>Life to the Full:</b> Hope beyond death<br><b>Life to the Full:</b> Coping with Change & Classroom Short |
| <b>Personal Development texts</b><br>Please also see Cottesmore Reading Spine                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Learning Intention</b>                                                                                                                                                                                                                  | To stand up to discrimination                                                                                                                                                                                                                                                                                                                                                                                                                                         | To challenge racism                                                                                                                                                                                                                                                                                                                                   | To appreciate the achievements of thinkers, athletes and activists with disabilities                                                                                                                                                                                                                                                                                                               | To justify my actions                                                                                                                                                                                                                                                  | To recognise my freedom                                                                                                                                                                                                                                                                                                                                                                                                                                  | To understand how to look after my mental health                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Further personal development opportunities</b>                                                                                                                                                                                          | Harvest celebration    World Smile Day    World Kindness day<br>Black History Month    Children in Need    Anti-bullying week<br>Bonfire / Halloween safety    World Mental Health Day                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                       | Children's Mental Health Week<br>Safer-Internet Day<br>International Women's Day                                                                                                                                                                                                                                                                                                                   | Aspirations Week<br>Global Money Week<br>Holocaust Memorial Day                                                                                                                                                                                                        | Mental Health Awareness Week<br>Refugee Week<br>International Day of friendship                                                                                                                                                                                                                                                                                                                                                                          | Sports Day<br>Environment Day<br>Disability Awareness Day                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Assemblies Fundraising opportunities – local, national and global. Class roles and responsibilities: Wellbeing Ambassadors, Anti-bullying Ambassadors, School Councillors, Eco Councillors, Sports Captains, Fairtrade Rep, Digital Leader |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |