**Our Lady and St Patrick’s Primary Schools Curriculum Flight Path**: PSHE <https://www.barnsley.gov.uk/services/children-families-and-education/schools-and-learning/healthier-futures-barnsley/pshe-and-rhse-dates/>

<https://pshe-association.org.uk/> to gain resources for lessons.

**Please Note - awareness days will change each year and will need to be updated yearly.**

*Based on Pathway 2*

*NUR/Y1/3/5 undertake Module 2 Created to Love others*

*REC Y2/4/6 Modu 1 Created and Loved by God*

*All years Module 3 Created to live in Community*

*Considerations when teaching the rolling programme:*

***Year 6 will all need making Babies session one EVERY YEAR. Making Babies part 2 will also need to be offered as an opt out session EVERY YEAR to all year 6 children***

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| **AUTUMN** | **Curriculum Flight Path**  |
| --- | --- |
|  | **EYFS**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Awareness Days/Weeks** |
| **Life to the Full****Created and Loved by God** | **EYFS Module 1 unit 1:**Story sessions 5 x 15 minutes | **Key Stage 1 Module 1 Unit 1:**Story Sessions, Let the Children Come 5 x 10 minutes | **KS1 Module 1 Unit 1:**Story Sessions Let the Children Come 5 x 10 minutes | **Y3 Module 1 unit 1** Get Up! Session 1The Sacraments Session 2**Module 2 Unit 1** Jesus, My Friend  | **Y4 Module 1 Unit 1 Session 1**Get up!  | **Y5 Module 1 unit 1** Calming the storm stories **Module 2 unit 1** Is God Calling You? | **Y6 Module 1 unit 1** Calming the storm stories**Y6 Module 1 unit 2** Gifts and talents session 1Girls bodies session 2Boys bodies session 3Spots and sleep session 4 | **October****Black History Month****October 10th** World Mental Health Day**Nov 5th** Guy Fawkes**Nov 11th** Remembrance**Nov 24th -30th** Uk Parliament Week**Nov 10th -14th**Anti Bullying week**Nov 21st**Children in Need**16th-22nd**Road Safety Week**11th Dec**Christmas Jumper Day |
| ***PSHE Association******Theme:******Healthy Lifestyles******And Keeping Safe*** | Road SafetyFirework SafetyHow do we play here?Who keeps me safe at school? Link to school rulesWho keeps me safe at home?What do I do if I get lost? (stranger danger)Ways I can be Healthy (food, exercise, sleep etc) | Keeping Safe:H31. that household products (including medicines) can be harmful if not used correctly**Dental Health** About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health | Keeping Safe:H32 and how to cross the road safelyH36. how to get help in an emergency (how to dial 999 and what to say) | Healthy Lifestyles:H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain itKeeping Safe:H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. | **Habits** How to make informed decisions about health, about the elements of a balanced, healthy lifestyleAbout choices that support a healthy lifestyle, and recognise what might influence these.H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyleH8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learnH9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it | Keeping Safe:H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safeH41. strategies for keeping safe in the local environment or unfamiliar places (rail,water, road) and firework safetyHealthy Lifestyles:H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing withreference to social media, television programmes, films, games and online gamingH40. about the importance of taking medicines correctly and using householdproducts safely, (e.g. following instructions carefully) | **Lifestyles**H5. about what good physical health means; how to recognise early signs of physical illness.H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyleY6 Drug and alcohol education  |
| **Question** (based on specific components of knowledge) | What makes a good friend? How can we play together? | How can I keep myself safe?How do I keep my teeth healthy? | What should I do in an emergency? | What choices support healthy well-being? | Why should we eat well and look after our teeth? Why should we keep active and sleep well? (link to PE) | How do I keep myself safe at home and in my local environment? | How can we keep healthy as we grow? How can the media influence people? |
| **Vocabulary** (progressive – so what are the new words?) | welcome, share, belong, team, friendship, care, sorry, forgive | Medicine,Safe,unsafedentist, oral, cavities, decay, hygiene, plaque | crossings, unfamiliar, emergency, accident, unfamiliar | balanced, healthy choices, well-being, emotions, mental health, physical health, hydration | balanced, habits, lifestyle, addiction | acceptance, belonging, self-esteem, self-assurance, anxiety, stress, fatigue, awareness, overwhelmed, positivity | inactive, benefits, influence, guideline, restriction, pressure |
| ***SPRING Term***  |
|  | **EYFS**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Awareness days**  |
| **Life to the Full** | **EYFS Module 2 unit 1:** Role Model 2 x 15 minute**EYFS Module 1 Unit 2:**I am MeHead, Shoulders, Knees and ToesReady Teddy**Module 2 Unit 2:**Who’s WhoYou’ve got a friend in meForever Friends 15 mins each**EYFS Module 2 Unit 3:**Safe inside and outMy Body, My RulesFeeling PoorlyPeople Who Help Us(15 mins each) | **KS1 Module 2 Unit 2:**Special People Treat Others Well And Say Sorry session **KS1 Module 2 Unit 4:**Being SafeGood Secrets and Bad SecretsPhysical ContactHarmful SubstancesCan You Help Me? | **KS1 Module 1 Unit 2:**I am UniqueGirls and BoysClean and Healthy (40 x 2)**KS1 Module 1 Unit 3** Feelings, Likes and DislikesFeelings Inside OutSuper Susie Gets Angry | **Y3** **Module 2 Unit 2** Friends, Family and Others session 1When things feel bad session 2**Y3 Module 2 Unit 3** Sharing online session 1Chatting online session 2Safe in my body session 3Drugs, alothol and tobacco session 4First aid heroes session 5**Year 4 Module 1 Unit 2****What is puberty? Session 3 (Year 4 only)** | **Y4 Module 1 unit 2**We don't have to be the same session 1Respecting our bodies session 2**What is puberty? Session 3(Year 4 only)**Changing bodies session 4boy/girl dicussion groups session 5 **Module 1 unit 3** What Am I feeling? Session 1What am I looking at? Session 2I am thankful! Session 3 | **Y5 Module 2 unit 2** Under pressure session 1Do you want a piece of cake session 2Self-talk session 3 **Y 5 Module 2 unit 3** Sharing isn’t always caring Session 1Cyberbullying session 2Types of abuse session 3Impacted lifestyles session 4Making good choices session 5Giving assistance session 6 **Y6 Module 1 unit 4** Making babies (part1) session 1Making babies (part 2) session 2Menstruation session 3 (only year 6 children) | **Y6 Module 1 unit 3** Body image session 1Funny feelings session 2Emotional changes session 3Seeing stuff online session 4**Y6 Module 1 unit 4** Making babies (part1) session 1Making babies (part 2) session 2Menstruation session 3 (only year 6 children)**Y6 Module 1 unit 3** Seeing stuff online session 4- Year 6 only? | **Feb 9th-15th** children’s mental health week**10th Feb** Safer internet day**5th March** World book day**8th March** International Women’s Day**6th-15th March** British Science week |
| PSHE Association**Theme:****Living in the Wider World**  | **Managing Feelings and** **Behaviour****EYFS PSED: Making Relationships:**Early Learning Goal Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.**EYFS PSED: Self Confidence and Self Awareness**Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help**.****EYFS PSED: Managing Feelings and Behaviour:**Early Learning Goal Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.**Support children’s understanding of different people’s job’s and nurture their aspirations for their own careers** | **Jobs****Support children’s understanding of different people’s job’s and nurture their aspirations for their own careers**L15. that jobs help people to earn money to pay for things | **Needs and Wants** L10. what money is; forms that money comes in; that money comes from different sourcesL11. that people make different choices about how to save and spend moneyL12. about the difference between needs and wants; that sometimes people may not always be able to have the things they wantL13. that money needs to be looked after; different ways of doing thisL15. that jobs help people to earn money to pay for things | **Rights and Responsibilities**R21. about discrimination: what it means and how to challenge itL10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experiencedR34. how to discuss and debate topical issues, respect other people’s point ofview and constructively challenge those they disagree withL2. to recognise there are human rights, that are there to protect everyoneL3. about the relationship between rights and responsibilities | **The World of Work** **Support children’s understanding of different people’s job’s and nurture their aspirations for their own careers**26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their lifeL28. about what might influence people’s decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter peoplefrom aspiring to certain jobs | **Money, Money, Money**L17. about the different ways to pay for things and the choices people have about thisL18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘goodvalue for money’L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)L20. to recognise that people make spending decisions based on priorities, needs and wantsL21. different ways to keep track of moneyL22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safeL24. to identify the ways that money can impact on people’s feelings and Emotions | **I can be Anything****Support children’s understanding of different people’s job’s and nurture their aspirations for their own careers**L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by themL29. that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaidL30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiationL31. to identify the kind of job that they might like to do when they are olderL32. to recognise a variety of routes into careers (e.g. college, apprenticeship, University |
| **Question** (based on specific components of knowledge) | Why are rules important? Is that fair? | Why do people have jobs?  | Is money important?  | What are my rights? Therefore what are my responsibilities? | What jobs are out there?  | What decisions can people make about money? | What do I aspire to be? What is a stereotype? |
| **Vocabulary** (progressive – so what are the new words?) | feeling, naming emotions, actions, behaviour, rules, safe | job, career, earn, pay  | money, bank, spending, saving, earn, pay | human rights, responsibility, discrimination, prejudice, UNICEF, opportunities | trades, professional, business, vocation, interest, strength | priorities, debt, invest, account, value, environment, fairtrade | voluntary, qualification, career path, ambition, aspiration |
| **SUMMER TERM** |  |
|  | **EYFS**  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Awareness days**  |
| **Life to the Full** | **EYFS Module 1 Unit 4:**Growing up**EYFS Module 3 Unit 1:**God is LoveLoving God, Loving Others**EYFS Module 3 Unit 2:**Me, You, Us | **KS1 Module 3 Unit 1:**Three In OneWho is My Neighbour?**KS1 Module 3 Unit 2:** The Communities We Live In | **KS1 Module 1 Unit 4:**The Cycle of Life**KS1 Module 3 Unit 1**Three in OneWho is my Neighbour?**KS1 Module 3 Unit 2:**The Communities We Live in | **Y3 Module 3 unit 1** Community Love session 1What is the church? Session 2**Y3 Module 3 uni 2** How do I love others? Session 1 | **Y4 Module 1 unit 4** Life cycles session 1 **Y4 Module 3 unit 1** A community of love What is the church? **Y4 Module 3 unit 2**How do I love others? | **Y5 Module 3 unit 1** The Trinity session 1Catholic social teaching session 2**Y5 Module 3 unit 2** Reaching out session 1  | **Y6 Module 3 unit 1** The Trinity session 1Catholic social teaching session 2**Y6 Module 3 unit 2** Reaching out session  |  **8th June World** Ocean Day**14th-20th June** World Refugee Week |
| **PSHE Association** **Theme:****Keeping Safe** | **Self Confidence and Self** **Awareness** **+ Managing Change****Transition to new class****Water, Beach and Sun Safety** | **Who helps us?** **+ Managing Change**About preparing to move to a new class/year groupKeeping Safe:H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) | **Who helps us?** **+ Managing Change**H35. about what to do if there is an accident and someone is hurtH36. how to get help in an emergency (how to dial 999 and what to say)H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safelyAbout preparing to move to a new class/year group | **Staying Safe** **+ Managing Change**H36. strategies to manage transitions between classes and key stagesKeeping Safe:H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety;H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer | **Staying Safe** **+ Managing Change**H36. strategies to manage transitions between classes and key stagesH12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer | **Being Safe** **+ Managing Change**H36. strategies to manage transitions between classes and key stagesKeeping Safe:H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancerH43. about what is meant by first aid; basic techniques for dealing with common InjuriesH44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact themand what to say | **Being Safe** **+ Managing Change**The transition to new schoolsKeeping Safe:H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer |
| **Question** (based on specific components of knowledge) | What am I good at? What makes me special? Who helps me to grow? | Who helps us to stay safe? What helps us to stay healthy? | Who helps us to stay safe? What helps us to stay healthy? | What keeps us safe? How do we stay safe in our local environment? (To include beach and sun safety) | What keeps us safe? How do we stay safe in our local environment? (To include beach and sun safety) | Can I identify risks? (To include beach and sun safety) How can we help in an accident or emergency? | Can I identify risks? (To include beach and sun safety) How can we help in an accident or emergency? |
| **Vocabulary** (progressive – so what are the new words?) | special, unique, created, different  | electrical appliance, shock, crossings, unfamiliar, emergency, accident, sunscreen, lifeguard, unfamiliar | electrical appliance, shock, crossings, unfamiliar, emergency, accident, sunscreen, lifeguard, unfamiliar | hazard, harm, exposure, heat stroke, skin cancer, UVA, UVB, riptide, emergency services | hazard, harm, exposure, heat stroke, skin cancer, UVA, UVB, riptide, emergency services | words linked to first aid - resuscitation, risk, respond, react, reduce | words linked to first aid - resuscitation, risk, respond, react, reduce |