Saint Joseph & Saint Teresa
CATHOLIC PRIMARY SCHOOL

PSHE Curriculum Map

'Walking hand in hand with God, as we strive to do our best'

YEAR A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nightingale Reception	See Early Years Curriculum **Diocesan Guidance** Respectful of their own bodies and character We are all unique individuals All have individual gifts, talents and abilities Respectful of others, their uniqueness, their wants and their needs	See Early Years Curriculum **Diocesan Guidance**	See Early Years Curriculum **Diocesan Guidance** How to maintain personal hygiene Recognise safe and unsafe situations and ways of keeping safe including being safe online. Know who to go to if they are worried or need help	See Early Years Curriculum **Diocesan Guidance** Grateful to others and to God Patient when they do not always get what they want. We all have different likes and dislikes. A language to describe feelings Choices have consequences Friendly and able to make and keep friends Forgiving and able to say sorry	See Early Years Curriculum **Diocesan Guidance** Names of the external parts of the body Similarities and differences between boys and girls	**A journey in love:** Children know and understand that God has made them unique and that although we are all different we are all special to him.
Year One	**Jigsaw: Celebrating difference** I can tell you some ways I am different from my friends. I understand these differences make us all special and unique **Diocesan Guidance:** ***Learning about themselves and how to relate to others***	**Jigsaw: Dreams and Goals** I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest	**Jigsaw: Healthy Me** I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy **Diocesan Guidance:** ***Developing ideas about rights and responsibilities*** Recognise and understand how to say safe and the need to act if they are in doubt.		**Jigsaw: Relationships** I can tell you why I appreciate someone who is special to me and express how I feel about them. **Diocesan Guidance:** ***Developing ideas about rights and responsibilities*** Recognise the need to think through their	**A journey in love:** We meet God's love in our family Children know and understand that they are growing and developing as members of their own family and God's family **Diocesan Guidance**

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	Recognise what makes them special and unique? Understand that we are all different, but that we believe God loves each of us. Recognise the importance of valuing themselves and others. Recognise similarities and differences between themselves and others. Recognise and understand that we believe that: Life is a gift from God and is precious. We are born in the image of God and that God loves us for who we are. Understand and use appropriate language to express their feelings		Recognise the need to be careful when using the internet (in a variety of ways) or mobile phones for texting. ***Knowing about physical and emotional development*** To have an awareness of personal hygiene and personal health and safety. In accordance with their age and ability understand how germs and disease spreads and their responsibility in helping prevent this (for example by washing hands or cleaning teeth)	actions before they act. Understand the importance of taking responsibility for their actions and the decisions they make. Recognise the impact and consequences of their actions on themselves and others.	***Knowing about spiritual development*** Understand that we believe: All life comes from God That we are part of God's plan Recognise the qualities and characteristics of the Holy Family and how they are a role model for Catholic Families Understand that we are called into community with others and the different types of communities we belong to.
Einstein Year One	**Jigsaw: Celebrating difference** I can tell you some ways I am different from my friends.	**Jigsaw: Dreams and Goals** I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.	**Jigsaw: Healthy Me** I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy	**Jigsaw: Relationships** I can tell you why I appreciate someone who is special to me and express how I feel about them.	**A journey in love:** We meet God's love in our family Children know and understand that they are growing and developing as

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Year Two	I understand these differences make us all special and unique **Diocesan Guidance:** ***Learning about themselves and how to relate to others*** Recognise what makes them special and unique? Understand that we are all different, but that we believe God loves each of us. Recognise the importance of valuing themselves and others. Recognise similarities and differences between themselves and others. Recognise and understand that we believe that: Life is a gift from God and is precious. We are born in the image of God and that God loves us for who we are. Understand and use appropriate language to express their feelings	I know how to store the feelings of success in my internal treasure chest	**Diocesan Guidance:** ***Developing ideas about rights and responsibilities*** Recognise and understand how to say safe and the need to act if they are in doubt. Recognise the need to be careful when using the internet (in a variety of ways) or mobile phones for texting. ***Knowing about physical and emotional development*** To have an awareness of personal hygiene and personal health and safety. In accordance with their age and ability understand how germs and disease spreads and their responsibility in helping prevent this (for example by washing hands or cleaning teeth)	**Diocesan Guidance:** ***Developing ideas about rights and responsibilities*** Recognise the need to think through their actions before they act. Understand the importance of taking responsibility for their actions and the decisions they make. Recognise the impact and consequences of their actions on themselves and others.	members of their own family and God's family **Diocesan Guidance** ***Knowing about spiritual development*** Understand that we believe: All life comes from God That we are part of God's plan Recognise the qualities and characteristics of the Holy Family and how they are a role model for Catholic Families Understand that we are called into community with others and the different types of communities we belong to.

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	Jigsaw: Celebrating difference I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her **Diocesan Guidance:** ***Learning about themselves and how to relate to others*** Recognise and understand the meaning of 'family' the differing roles and what it means to be part of: They need to know that we believe all families are different, but all are loved by God. God's family School family Home family Friends family Understand the term relationships, the different types of relationships and recognise what factors contribute to	**Jigsaw: Dreams and Goals** I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group	**Jigsaw: Healthy Me** I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. **Diocesan Guidance:** ***Developing ideas about right and responsibilities*** Know the teachings of Jesus and recognise that we believe we need to use these as the basis for their actions. BE able to select appropriately from a range of choices and justify their choices. Recognise and understand their right to say no to anything they feel uncomfortable about doing or being asked to do and the need to inform someone. Recognise and understand the right for everyone to feel safe and happy in their environment Recognise and understand how to stay safe and the need to act if they are in doubt. Recognise the need to be careful when using the internet (in a variety of ways) or mobile phones for texting. ***Knowing about physical and emotional development*** To know the difference between good and bad touching and how to keep themselves safe (as this is issued in 2017 the NSPCC have some material available to support this including the video 'PANTS'.	**Jigsaw: Relationships** I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	**A journey in love:** Children know and understand what they are growing and developing in a God-given community **Diocesan Guidance:** ***Knowing about Spiritual Development*** Understand that we are called into community with others and the different types of communities we belong to. Learn how the community uses prayer and reflection as a tool to help support appropriate choices. Recognise and understand that Jesus taught us how to love God above all and how to love our neighbours as well as ourselves.

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	having a positive relationship with: God, Family, friends Recognise the difficulties encountered in relationships Recognise what being loyal and trustworthy means Understand and use appropriate language to express their feelings		Pupils should also be aware of what to do and who they can talk to if they are worried or feel they need help. To have an awareness of personal hygiene and personal health and safety. In accordance with their age and ability understand how germs and disease spreads and their responsibility in helping prevent this (eg washing hands, brushing teeth)		
Shakespeare Year Two	**Jigsaw: Celebrating difference** I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her **Diocesan Guidance:** ***Learning about themselves and how to relate to others*** Recognise and understand the meaning of 'family' the differing roles and what it means to be part of: They need	**Jigsaw: Dreams and Goals** I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group	**Jigsaw: Healthy Me** I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends. **Diocesan Guidance:** ***Developing ideas about right and responsibilities*** Know the teachings of Jesus and recognise that we believe we need to use these as the basis for their actions. BE able to select appropriately from a range of choices and justify their choices. Recognise and understand their right to say no to anything they feel uncomfortable about doing or being asked to do and the need to inform someone.	**Jigsaw: Relationships** I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.	**A journey in love:** Children know and understand what they are growing and developing in a God-given community **Diocesan Guidance:** ***Knowing about Spiritual Development*** Understand that we are called into community with others and the different types of communities we belong to. Learn how the community uses

	to know that we believe all families are different, but all are loved by God. God's family School family Home family Friends family Understand the term relationships, the different types of relationships and recognise what factors contribute to having a positive relationship with: God, Family, friends Recognise the difficulties encountered in relationships Recognise what being loyal and trustworthy means Understand and use appropriate language to express their feelings		Recognise and understand the right for everyone to feel safe and happy in their environment Recognise and understand how to stay safe and the need to act if they are in doubt. Recognise the need to be careful when using the internet (in a variety of ways) or mobile phones for texting. ***Knowing about physical and emotional development*** To know the difference between good and bad touching and how to keep themselves safe (as this is issued in 2017 the NSPCC have some material available to support this including the video 'PANTS'. Pupils should also be aware of what to do and who they can talk to if they are worried or feel they need help. To have an awareness of personal hygiene and personal health and safety. In accordance with their age and ability understand how germs and disease spreads and their responsibility in helping prevent this (eg washing hands, brushing teeth)		prayer and reflection as a tool to help support appropriate choices. Recognise and understand that Jesus taught us how to love God above all and how to love our neighbours as well as ourselves.
Shakespeare Year Three	**Jigsaw: celebrating difference** I can tell you about a time when my words affected someone's	**Jigsaw: Dreams and Goals** I can evaluate my own learning process and identify how it	**Jigsaw: Healthy Me** I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe including who to go to for help.	**Jigsaw: Relationships** I can explain how some of the actions and work of people around the world help and influence	**A journey in love:** Children know and understand the virtues essential to friendship, eg loyalty, responsibility… and

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	feelings and what the consequences were. I can give and receive compliments and know how this feels **Diocesan Guidance:** ***Learning about themselves and how to relate to others*** Understand that their bodies need and deserve respect. Describe and identify how we show we are unique and what it means to be an individual. Be able to describe the positive qualities about themselves and others. Describe the differing roles and responsibilities of people within a certain family group ie school, home, parish etc. Describe why it is important to belong to a group ie class school club.	can be better next time. I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.	I can express how being anxious or scared feels **Diocesan Guidance** ***Developing ideas about rights and responsibilities*** Understand and begin to identify the consequences to themselves and others of their actions Understand and begin to identify their rights and responsibility when making certain decisions.	my life and can show an awareness of how this could affect my choices	experience the importance both of forgiving and being forgiven and of celebrating God's forgiveness. **Diocesan Guidance** ***Knowing about spiritual development*** Understand that we believe all life comes from God and begin to make links with scripture. Understand and identify from scripture how Jesus taught people. 1. To love God and their neighbour 2. To care for the sick and the lonely 3. To pray when making difficult choices
Rosa Parks Year Four	**Jigsaw: Celebrating difference**	**Jigsaw: Dreams and Goals**	**Jigsaw: Healthy Me**	**Jigsaw: Relationships** I can explain different points of view on an	**A journey in love:** Children know and understand that they

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	I can tell you a time when my first impression of someone changed as I got to know them. I can explain why it is good to accept people for who they are **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Begin to understand the meaning of values such as tolerance, compassion, justice, humility, truth, forgiveness, endurance, wisdom, service, reverence and describe times when we can show these. Show an understanding of the need to respect the opinions of others. Describe and begin to show an understanding what means to be selfish and angry within a relationship.	I know how to make a new plan and set gals even if I have been disappointed I know what it means to be resilient and to have a positive attitude	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure **Diocesan Guidance** ***Developing ideas about rights and responsibilities*** Understand and begin to identify the consequences to themselves and others of their actions. Understand and begin to identify their rights and responsibilities when making certain decisions. Identify the values that Jesus taught us to use when making difficult decisions. Show an ability to select from an increasing range of choices and explain the choice made with some reference to the teachings of Jesus. Be able to identify situations in a relationship in which they may feel uncomfortable and have the right to say no. Recognise signs when someone else may need help in being able to exercise their right to say no	animal rights issue and express my own opinion and feelings on this **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Recognise and understand the need to forgive in a relationship. Describe how the following show us trust: God, Friends, family, us to all the above. Recognise and begin to understand that there are different kinds of love	are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. **Diocesan Guidance** ***Knowing about spiritual development*** Understand that we believe all life comes from God and begin to make links with scripture. Understand and identify from scripture how Jesus taught people. 1. To love God and their neighbour 2. To care for the sick and the lonely 3. To pray when making difficult choices

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	Describe the qualities of other people they have a relationship with Describe and understand how to maintain long term relationships. Recognise and understand the need to communicate emotions and feelings to others.				
Year Five	**Jigsaw: Celebrating Difference** I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Explain their values and codes of behaviour and where they come from.	**Jigsaw: Dreams and Goals** I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.	**Jigsaw: Healthy Me** I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to image pressures I respect and value my body **Diocesan Guidance** ***Knowing about physical and emotional development*** Identify and explain simple safety procedures for looking after their bodies and personal hygiene	**Jigsaw: Relationships** I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Show an understanding of how people's faith can affect their relationships towards	**A journey in love:** Children know and become aware of the physical changes and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc and grow further in their understanding of God's presence in their daily lives. **Diocesan Guidance** ***Knowing about spiritual development*** Understand and be able to explain how having a faith and following in the footsteps of Christ is

				others and the types of relationships they may enter into ie the priesthood Identify people they can trust and explain why they feel able to trust them, Explain how they can show others that they are trustworthy. ***Developing ideas about rights and responsibilities*** Identify and explain how they can exercise their rights in relationships. Understand how to take responsibility for their own faith, opinions, values, health and safety and welfare.	considered to be for Christians the path to happiness. Identify and explain how people can recognise the active presence of God in their lives Understand that the Church gathers as a community in worship and prayer as a means to provide support, comfort and encouragement to each other. Understand the need for forgiveness when people in a relationship had been selfish, hurtful, distrustful etc Be aware of Catholic Social Teaching and how this should help shape our responses.
Malala Year Five	**Jigsaw: Celebrating Difference** I can explain the differences between direct and indirect types of bullying I know some ways to encourage children who use bullying	**Jigsaw: Dreams and Goals** I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own.	**Jigsaw: Healthy Me** I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to image pressures I respect and value my body **Diocesan Guidance**	**Jigsaw: Relationships** I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to	**A journey in love:** Children know and become aware of the physical changes and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc and

	behaviours to make other choices and know how to support children who are being bullied **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Explain their values and codes of behaviour and where they come from.		***Knowing about physical and emotional development*** Identify and explain simple safety procedures for looking after their bodies and personal hygiene	use technology in ways that may be risky or cause harm to myself or others **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Show an understanding of how people's faith can affect their relationships towards others and the types of relationships they may enter into ie the priesthood Identify people they can trust and explain why they feel able to trust them, Explain how they can show others that they are trustworthy. ***Developing ideas about rights and responsibilities*** Identify and explain how they can exercise their rights in relationships. Understand how to take responsibility for their own faith, opinions, values,	grow further in their understanding of God's presence in their daily lives. **Diocesan Guidance** ***Knowing about spiritual development*** Understand and be able to explain how having a faith and following in the footsteps of Christ is considered to be for Christians the path to happiness. Identify and explain how people can recognise the active presence of God in their lives Understand that the Church gathers as a community in worship and prayer as a means to provide support, comfort and encouragement to each other. Understand the need for forgiveness when people in a relationship had

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				health and safety and welfare.	been selfish, hurtful, distrustful etc Be aware of Catholic Social Teaching and how this should help shape our responses.
Malala Year Six	**Jigsaw: Celebrating Difference** I can explain ways in which difference can be a source of conflict or a cause for celebration and can show empathy with people in either situation **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Understand and explain how people have different values and codes of behaviour. (at this stage you would want to help pupils appreciate that although we try to value diversity and respect others there are certain cultural practices which are against universal	**Jigsaw: Dreams and Goals** I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	**Jigsaw: Healthy Me** I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can tell you how I feel about using alcohol when I am older and my reasons for this **Diocesan Guidance** ***Learning about themselves and how to relate to others*** Identify how their peers, friends and the media can have a positive or negative influence on them. Identify and explain how they are able to exercise their right and responsibility to be able to stand by their own values and codes of behaviour. Understand and explain the responsibilities parents have and what is involved in bringing up children. Identify and explain self-image and the importance having a positive one (Consider the role Media plays in affecting our self-image) Understand that respect for others is rooted in respect for themselves. Consider how people show or don't show respect on the internet. ***Developing ideas about rights and responsibilities***	**Jigsaw: Relationships** I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control **Diocesan Guidance** ***Developing ideas about rights and responsibilities*** Identify and explain the responsibilities they take in differing forms of relationships	**A journey in love** Children develop in an appropriate way for their age, an understanding of sexuality and grow further in their appreciation of their dignity and worth as children of God.

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	rights eg honour killings) IF felt to be appropriate you may need to include here the topic for female genital mutilation (FGM), that this is a crime in the UK and how to get support if they are worried for themselves or others)		Identify the range of rules needed in differing situations and explain why they need to exist. Identify and explain the positive and negative use and impact of technology on relationships and the responsibility they have when using them. You should make sure you are considering issues around cyber bullying and internet safety. ***Knowing about physical and emotional development*** Identify and explain simple safety procedures for looking after their bodies and personal hygiene.		