St Nicholas and 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

Location	Title	Content	Differentiation
Key Stage 1, Module 1, Unit 2	Session 2: Girls and Boys	This session discusses the differences between girls and boys on physical, emotional and spiritual levels. There is optional teaching on the naming of genitalia.	Depending on the guidance of governors and parents, teaching on naming the genitalia could be omitted in Year 1 but taught in Year 2.
Lower Key Stage 2, Module 1, Unit 2	Session 3: What is Puberty?	As a precursor to a session about specific bodily changes during puberty, this session aims to develop a base-level understanding of what puberty is and get a grasp on some of the terminology related to puberty, such as genitalia.	Although this is part of the LKS2 programme, Year 4 or above is likely to be the best time to deliver it. This will depend largely on the age and stage of your pupils.
Lower Key Stage 2, Module 1, Unit 2	Session 4: Changing Bodies	This session explores some of the specific physical and emotional changes that will take place for boys and girls during puberty.	Much like above, depending on the age and stage of your pupils, Year 4 or above is likely to be the best time to deliver this session.
Lower Key Stage 2, Module 1, Unit 1	Session 5: Discussion Groups	This session follows on from the previous two, allowing space for girls and boys to separate and discuss their thoughts on what they have learned.	This session needs to follow on from the previous two sessions.
Lower Key Stage 2, Module 1, Unit 3	Session 1: What Am I Feeling?	This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved.	Omit teaching on hormones if the Unit 2 sessions above have not been delivered.

Lower Key Stage 2, Module 1, Unit 4	Session 1: Life Cycles	In this session, pupils will explore the miraculous nature of human conception and birth.	Although this is part of the LKS2 programme, Year 4 or above is likely to be the best time to deliver it. This will depend largely on the age and stage of your pupils.
Lower Key Stage 2, Module 2, Unit 2	Session 2: When Things Feel Bad	In this session, children will discuss the nature and consequences of discrimination and teasing, and learn how to recognise bullying and abuse in all its forms. It involves some imagining some scenarios to role play.	Be mindful that older pupils might create 'harder' role-play scenarios which might not be beneficial to show younger pupils. Perhaps prepare to showcase 'softer' options, or separately if there is capacity for that.
Upper Key Stage 2, Module 1, Unit 3	Session 4: Seeing Stuff Online	In this session, pupils will learn about the risks of 'seeing stuff online', namely pornography, and the risks to emotional health that are attached to this.	This is essentially a lesson about internet safety but it may prompt further discussion about pornography and sexualised images. These are important issues to discuss, but you may prefer to leave this session until Year 6.
Upper Key Stage 2, Module 1, Unit 4	Session 2: Making Babies (Part 2)	In this session, pupils will learn some key information and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.	This is an optional session anyway, but perhaps - even with the permission of governors and parents - one that is best saved for Year 6.

AUTUMN	**Curriculum Flight Path Year A**				
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 3)**	**Year 5/6 (Year 5)**	**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	**Y3 Module 1 unit 1** Get Up! Session 1 The Scaraments Session 2 **Module 2 Unit 1** Jesus, My Friend	**Y5 Module 1 unit 1** Calming the storm stories **Module 2 unit 1** Is God Calling You?	-Youth Mental Health day 19th September -Anti Bullying Week -International Day of Peace Sept 21st - Black history Month 31st Oct -World Kindness day 13th Nov -Children in Need 18th Nov -St Andrew's day 30th Nov -Christmas jumper day 10th Dec
PSHE Association Theme: ***Healthy Lifestyles*** ***And Keeping Safe***	Road Safety Firework Safety How do we play here? Who keeps me safe at school? Link to school rules Who keeps me safe at home? What do I do if I get lost?	Keeping Safe: H31. that household products (including medicines) can be harmful if not used correctly H36. 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 it Keeping Safe:	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 safe H41. strategies for keeping	

	(stranger danger)	H32 and how to cross the road safely	H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.	safe in the local environment or unfamiliar places (rail,water, road) and firework safety H43. about what is meant by first aid; basic techniques for dealing with common Injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say Healthy Lifestyles: H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)	
Question (based on specific components of knowledge)	What makes a good friend? How can we play together?	How can I recognise my feelings?	What choices support healthy well-being?	What are all the elements that contribute to healthy well-being?	

Vocabulary (progressive – so what are the new words?)	welcome, share, belong, team, friendship, care, sorry, forgive	feelings,, thoughts, positive, negative, relationships, forgiveness	balanced, healthy choices, well-being, emotions, mental health, physical health, hydration	acceptance, belonging, self-esteem, self-assurance, anxiety, stress, fatigue, awareness, overwhelmed, positivity	
SPRING Term					
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 3)**	**Year 5/6 (Year 5)**	**Awareness days**
Life to the Full	**EYFS Module 2 unit 1:** Role Model 2 x 15 minute **Module 2 Unit 2:** Who's Who You've got a friend in me Forever Friends 15 mins each **EYFS Module 2 Unit 3:** Safe inside and out My Body, My Rules Feeling Poorly People Who Help Us (15 mins each)	**KS1 Module 2 Unit 2:** Special People Treat Others Well And Say Sorry session **KS1 Module 2 Unit 3:** Being Safe Good Secrets and Bad Secrets Physical Contact Harmful Substances Can You Help Me?	**Y3 Module 2 Unit 2** Friends, Family and Others session 1 When things feel bad session 2 **Y3 Module 2 Unit 3** Sharing online session 1 Chatting online session 2 Safe in my body session 3 Drugs, alothol and tobacco session 4 First aid heroes session 5 **Year 4 Module 1 Unit 2** **What is puberty? Session 3 (Year 4 only)**	**Y5 Module 2 unit 2** Under pressure session 1 Do you want a piece of cake session 2 Self-talk session 3 **Y 5 Module 2 unit 3** Sharing isn't always caring Session 1 Cyberbullying session 2 Types of abuse session 3 Impacted lifestyles session 4 Making good choices session 5 Giving assistance session 6 **Y6 Module 1 unit 4** Making babies (part1) session 1 Making babies (part 2) session 2 Menstruation session 3 (only year 6 children) **Y6 Module 1 unit 3** Seeing stuff online session 4- Year 6 only?	3 March- World Hearing Day -3 March- World Book Day -3 March- World Wildlife Day -7 - 11 March - National Careers Week -7 - 11 March - National School Breakfast Week - 8 March- International Women's Day -11 - 20 March- British Science Week -14 - 19 March- Neurodiversity Celebration Week -18 March- Global Recycling Day -18 March- Comic Relief/Red Nose Day -20 March- World Oral Health Day
PSHE Association **Theme:** **Living in the Wider World**	**Managing Feelings and Behaviour** **<u>EYFS PSED: Making Relationships:</u>** Early Learning Goal Children play co-operatively, taking	**Needs and Wants** L10. what money is; forms that money comes in; that money comes from different sources L11. that people make	**Rights and Responsibilities** R21. about discrimination: what it means and how to challenge it L10. about prejudice; how to recognise behaviours/actions which discriminate against	**Money, Money, Money** L17. about the different ways to pay for things and the choices people have about this L18. to recognise that	

	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.	different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L15. that jobs help people to earn money to pay for things	others; ways of responding to it if witnessed or experienced R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities	people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value 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 wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and Emotions	-21 March- World Down Syndrome Day -29 March - 3 April- World Autism Awareness Week

Question (based on specific components of knowledge)	Why are rules important? Is that fair?	Is money important?	What are my rights? Therefore what are my responsibilities?	What decisions can people make about money?	
Vocabulary (progressive – so what are the new words?)	feeling, naming emotions, actions, behaviour, rules, safe	money, bank, spending, saving, earn, pay	human rights, responsibility, discrimination, prejudice, UNICEF, opportunities	priorities, debt, invest, account, value, environment, fairtrade	
SUMMER TERM					
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 3)**	**Year 5/6 (Year 5)**	**Awareness days**
Life to the Full	**EYFS Module 3 Unit 1:** God is Love Loving God, Loving Others **EYFS Module 3 Unit 2:** Me, You, Us	**KS1 Module 3 Unit 1:** Three In One Who is My Neighbour? **KS1 Module 3 Unit 2:** The Communities We Live In	**Y3 Module 3 unit 1** Community Love session 1 What is the church? Session 2 **Y3 Module 3 uni 2** How do I love others? Session 1	**Y5 Module 3 unit 1** The Trinity session 1 Catholic social teaching session 2 **Y5 Module 3 unit 2** Reaching out session 1	1 - 30 May - National Walking Month 3 - 8 May- Sun Awareness Week 4 May- Designated Mental Health Network Meeting 8 May- World Fairtrade Day 10 - 15 May- Mental Health Awareness Week 17 - 20 May- Walk to School Week 28 May - World Hunger Day 30 May - 4 June - Bike Week 1 - 7 June - Volunteers' Week 5 June - World Environment Day 7 - 12 June - Child Safety Week
PSHE Association **Theme:** **Keeping Safe**	**Self Confidence and Self Awareness** **+ Managing Change** **Transition to new class** **Water, Beache and Sun Safety**	**Who helps us?** **+ Managing Change** About preparing to move to a new class/year group Keeping Safe: H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	**Staying Safe** **+ Managing Change** H36. strategies to manage transitions between classes and key stages Keeping 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	**Being Safe** **+ Managing Change** The transition to new schools Keeping 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?	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?	9 June - UK Clothing Poverty Awareness Day 11 June - National School Business Leaders' Day 14 - 17 June - Healthy Eating Week 21 June - World Music Day29 June - 19 July - Children's Art Week 1 - 31 July - Plastic Free July 5 - 10 July - National Hygiene Week 6 July - Designated Mental Health Network Meeting 15 July -- World Youth Skills Day
Vocabulary (progressive – so what are the new words?)	special, unique, created, different	electrical appliance, shock, crossings, unfamiliar, emergency, accident, sunscreen, lifeguard, unfamiliar	hazard, harm, exposure, heat stroke, skin cancer, UVA, UVB, riptide, emergency services	words linked to first aid - resuscitation, risk, respond, react, reduce	

AUTUMN	**Curriculum Flight Path Year B**			
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 4)**	**Year 5/6 (Year 6)**
Life to the Full	**EYFS Module 1 Unit 1:** Story sessions 5 x 15 minutes	**KS1 Module 1 Unit 1:** Story Sessions Let the Children Come 5 x 10 minutes	**Y4 Module 1 Unit 1 Session 1** Get up!	**Y6 Module 1 unit 1** Calming the storm stories

PSHE Association **Theme:** **Healthy Lifestyles**	**Ways I can be Healthy (food, exercise, sleep etc)**	**Dental Health** About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	**Habits** How to make informed decisions about health, about the elements of a balanced, healthy lifestyle About 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 lifestyle H8. 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 learn 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 it	**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 lifestyle
Possible Questions		How do I keep my teeth healthy?	Why should we eat well and look after our teeth? Why should we keep active and sleep well? (link to PE)	How can we keep healthy as we grow? How can the media influence people?
Vocabulary (progressive – so what are the new words?)		dentist, oral, cavities, decay, hygiene, plaque	balanced, habits, lifestyle, addiction	inactive, benefits, influence, guideline, restriction, pressure
SPRING	**Curriculum Flight Path Year B**			
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 4)**	**Year 5/6 (Year 6)**

Life to the Full	**EYFS Module 1 Uunit 2:** I am Me Head, Shoulders, Knees and Toes Ready Teddy	**KS1 Module 1 Unit 2:** I am Unique Girls and Boys Clean and Healthy (40 x 2) **KS1 Module 1 Unit 3** Feelings, Likes and Dislikes Feelings Inside Out Super Susie Gets Angry	**Y4 Module 1 unit 2** We done have to the same session 1 Respecting our bodies session 2 **What is puberty? Session 3(Year 4 only)** Changing bodies session 4 boy/girl dicussion groups session 5 **Module 1 unit 3** What Am I feeling? Session 1 What am I looking at? Session 2 I am thankful! Session 3	**Y6 Module 1 unit 2** Gifts and talents session 1 Girls bodies session 2 Boys bodies session 3 Spots and sleep session 4 **Y6 Module 1 unit 3** Body image session 1 Funny feelings session 2 Emotional changes session 3 Seeing stuff online session 4 **Y6 Module 1 unit 4** Making babies (part1) session 1 Making babies (part 2) session 2 Menstruation session 3 (only year 6 children)
PSHE Association Theme: **The Wider Worls-Careers**	**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	**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 life L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)	**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 them L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

				L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, University
Question		Why do people have jobs?	What jobs are out there?	What do I aspire to be? What is a stereotype?
Vocabulary (progressive – so what are the new words?)		job, career, earn, pay	trades, professional, business, vocation, interest, strength	voluntary, qualification, career path, ambition, aspiration
SUMMER	**Curriculum Flight Path Year B**			
	EYFS	**KS1 (Year 1/2)**	**Year 3/4 (Year 4)**	**Year 5/6 (Year 6)**
Life to the Full	**EYFS Module 1 Unit 4:** Growing up **EYFS Module 3 Unit 1:** God is Love Loving God, Loving Others **EYFS Module 3 Unit 2:** Me, You, Us	**KS1 Module 1 Unit 4:** The Cycle of Life **KS1 Module 3 Unit 1** Three in One Who is my Neighbour? The Communities We Live in	**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?	**Y6 Module 3 unit 1** The Trinity session 1 Catholic social teaching session 2 **Y6 Module 3 unit 2** Reaching out session
PSHE Association Theme: **Keeping Safe**	**Beach and water safety** **Sun Safety**	**Who helps us?** **+ Managing Change** H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and	**Staying Safe** **+ Managing Change** H36. strategies to manage transitions between classes and key stages H12. about the benefits of sun	**Being Safe** **+ Managing Change** The transition to new schools Keeping Safe: H12. about the benefits of sun exposure and risks of

		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 safely About preparing to move to a new class/year group	exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer	overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer
Question		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)	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?)		electrical appliance, shock, crossings, unfamiliar, emergency, accident, sunscreen, lifeguard, unfamiliar	hazard, harm, exposure, heat stroke, skin cancer, UVA, UVB, riptide, emergency services	words linked to first aid - resuscitation, risk, respond, react, reduce