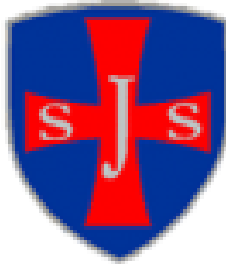


St Joseph's Catholic Primary School

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PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY (PSHE) STATUTORY

Adopted by the Curriculum and
Standards Committee
at its meeting on:
Signed:

6th June 2024

A handwritten signature in black ink, appearing to read 'Grace Meyjes'.

Name:
Position:
Date:

Grace Meyjes
Chair of Curriculum and Standards Committee
06.06.2024

Review Date:
Responsibility:

May 2026
Curriculum and Standards Committee

'Growing together with Jesus in our hearts, heads and hands.'

PERSONAL, SOCIAL AND HEALTH EDUCATION POLICY

MISSION STATEMENT

Growing together Jesus in our hearts, heads and hands.

POLICY STATEMENT

At St Joseph's Catholic Primary School, we recognise that all subjects can be taught through the lens of our mission statement and charism– hearts, heads and hands (love, wisdom & action) as all three together play a significant part when learning. We therefore aim to provide an education that provides opportunities for pupils to experience:

- God's love: through this love, understand that we are empowered to love others, his creation and learning.
- God's wisdom: wisdom is a real-life process of cognitive integrations embodied in action which has a positive effect for oneself and others.
- God's workings and actions: our learning and lives are committed to the principles of [Catholic Social Teaching](#).

PSHE provides opportunities to promote the following:

- **Hearts:**
 - Learning to appreciate what it means to be a positive member of a diverse and multi-cultural society
 - to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.
- **Heads:**
 - Exploring and promoting virtues which are essential to promoting respect and dignity
 - promote pupils' spiritual, moral, social, cultural, mental and physical development.
- **Hands:**
 - enabling children to become healthier, more independent and more responsible members of society by playing a positive role in contributing to the life of the school and the wider community
 - practice all of the core values and Gospel truths that will lead to both personal and professional success.
 - equip young people with the ability to make practical judgments about the right thing to do in different circumstances.

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Appendix 1 - Drugs

Appendix 2 – PHSE Long Term Plan

1. OBJECTIVES

Through the teaching of PSHE we hope to enable the children to develop the skills, knowledge, understanding and attitudes they need to be able to:

- have respect for themselves and others, valuing the differences and similarities between people;
- develop good relationships with other members of the school and wider community;
- be independent, self-disciplined and responsible members of society;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues and e-safety issues and manage risk in their own lives;
- develop the ability to understand the consequences of their decisions and actions.
- Understand British Values and the economy

2. ORGANISATION

PSHE will be addressed:

- on a daily basis, as questions and incidents arise;
- through planned lessons each week or Circle Time (if appropriate)
- using the TenTen and Twinkl scheme

Through these methods children are given the opportunity to express ideas and feelings, to reflect, to listen to others and resolve conflicts. All teaching has Christ at the Centre.

Outside of the main curriculum the following add value to PSHE within the wider school context:

- Whole school, Key Stage and class assemblies provide a daily opportunity to enhance pupils' spiritual, moral, social and cultural development, promoting our school's values and celebrating achievements.
- Core and foundation subjects.
- House and School elections.
- School & House charities.
- Cross-curricular projects.
- Pupil Voice: School Outreach, Faith Ambassadors and Sports Leaders.
- Invited visitors to share experiences, linking to the curriculum.
- Buddying across year groups.
- Work with vulnerable students including social skills groups, ELSA, TA key workers, games clubs at lunchtimes and Talking Partners.
- Whole school events e.g. health/career days and culture days.
- Educational visits and school trips to enrich the pupils' experiences.

- After school clubs and activities giving pupils a broader experience.
- Residential experiences, such as RYG.
- Sports teams & other activities e.g. Sports Leadership/Playground Leaders.

3. PLANNING AND TEACHING

Lessons will be well planned in advance allowing for detailed sensitive planning taking into account pupils that may find certain issues difficult, for example bereavement and SRE.

At the start of lessons, learning objectives will be made clear and there will be frequent checks on understanding through review. Lessons will conclude with a plenary covering what has been learnt but also leaving students with a positive view of the subject matter.

PSHE may also be addressed on a daily basis, as questions and incidents arise. This timely approach will also give the opportunity for teachers to raise any sensitive issues regarding delivery of lessons. It will also lead to consultation with parents when a particularly sensitive issue is to be covered.

Students are encouraged to feel responsible for their own learning and are encouraged:

- to challenge concepts presented to them;
- to question teachers and visitors to broaden their understanding of the subject matter.

Appendix A shows the long term plan for PHSE

Teaching and learning strategies

A range of teaching and learning strategies are used:

During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving.

All teachers will endeavour to provide a safe learning environment through the establishment of clear School Values and Class Charters, which are made explicit to the children and reinforced consistently through the UNICEF Rights of the Child.

Visiting speakers such as the police and health workers also contribute to the taught curriculum.

Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. Peer Mediators resolving playground conflicts; working as part of a group on a project.

Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; class council meetings; recycling and environmental issues; and by taking on roles of responsibility for themselves, for others and for the school.

4. SEX AND RELATIONSHIPS EDUCATION TEACHING PROGRAMME

The school aims to teach sex and relationship education in a sensitive manner, which will reflect the religious and social mix of the school. The teaching will be set within a clear, balanced and planned framework of lessons (Ten Ten). Teaching materials will be in accordance with the Personal, Social, and Health Education framework and the law. Parents have a right to withdraw their children from all or part of any sex education

provided, but not from the biological aspects of human growth and reproductions provided under the National Curriculum Science. Parents will, therefore, be notified in writing, in advance of the lessons taking place and will be given the opportunity to view and discuss the materials used. See SRE Policy.

5. CHILD PROTECTION

See Safeguarding Policy. In lessons, pupils will be reminded who their trusted adults are.

6. CONFIDENTIALITY

It is the responsibility of the school to support its pupils, but no individual should guarantee a child absolute confidentiality. Staff will use their discretion to inform the Headteacher and share 'confidences' if they are seen as a concern for the safety and welfare of the child. Under the Children's Act 1989, adults 'may do what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare.'

7. ANSWERING DIFFICULT QUESTIONS

Teachers should establish with pupils, a set of ground rules, which set the parameters for discussion.

For example;

- To deflect questions that are of a personal nature.
- To recognise the need to offer 1:1 support to individuals.
- To acknowledge questions that are too explicit/sensitive; which may need to be answered by the parent or carer.
- To recognise that the answer to some questions are not known by staff and might need to be covered again.
- To recognise when there is a child protection concern and to follow the school's Safeguarding procedures / seek advice from DSL (see Safeguarding Policy)

8. RESOURCES

All children have an entitlement to access the PSHE curriculum. All children will have access to appropriate resources within the school.

- Books, materials, equipment such as computer software, videos, games are used to support teaching.
- A range of Internet resources and websites
- A range of powerpoints and videos available via TenTen and the internet.
- Powerpoints from Twinkl

These will reflect a multicultural society, without stereotyping or discrimination. All children will be given the opportunity to participate in all activities, regardless of gender, race or ability.

Books, television and video programmes will be used to support the SRE curriculum and parents will be invited to view these resources should they wish to.

There may be occasions when the use of an outside speaker may be deemed appropriate as part of a planned programme of work. In this instance the following strategies may be introduced that the involvement of the visiting speaker as an educational experience:

- Ensure that the visiting speaker is clear about what is expected of them in advance and that they are comfortable in providing input.
- Encourage pupils to be involved and to play a key role in the visit.
- That the visit is followed up in an appropriate manner as part of a planned programme.

That there is full evaluation of the process to ensure that identified needs have been met. See appendix 2 and the RSE Policy for curriculum design.

9. MONITORING AND ASSESSMENT

- The SLT and RE Lead monitor PHSE activities.
- The Nursery and Reception leaders together with the assessment lead monitor the personal, social, and emotional development of their pupils through the EYFS.
- Members of Leadership team and SENCO monitor pastoral issues arising in the classroom and on the playground; identifying children in need of support and discusses them with class teachers and ELSA and putting a plan in place, when appropriate.
- Some evidence in books shows progression across the school.

10. PERFORMANCE INDICATORS

- Evidence of a caring, calm and orderly atmosphere in and around the school.
- Positive feedback from teachers, members of staff, volunteers and visitors about children's behaviour and learning.
- Few incidents in behavior book or 'repeat' incidents e.g. individual children.
- Good attitudes such as a responsibility and respect for others in children evidenced by minimal incidents of discrimination i.e. racism or bullying.

11. LINKS WITH OTHER POLICIES

This policy links particularly to the following policies:

Confidentiality; Safeguarding; Positive Relationships; Anti-bullying; RE Policy, Health and Safety; Equality Policy.

Drafted by Mrs N Philpott. 10.11.22

Policy is to be reviewed annually.

Policy is to be the responsibility of Curriculum & Standards Committee.

APPENDIX 1

DRUGS POLICY

St. Joseph's School is committed to ensuring the health and safety of everyone. We will work together with parents and the local community to enable pupils to make healthy, informed choices and to discourage the misuse of drugs.

Current research indicates that drug use both legal and illegal is prevalent amongst young people in and beyond Bracknell. Drugs are a reality in children's lives and schools share responsibility with parents and the community to educate pupils about the risks and consequences of drug use and misuse and to encourage them to make healthy, informed choices by increasing knowledge, challenging attitudes and practising skills such as resisting peer pressure etc. We believe that the misuse of any drugs by members of the school community cannot be condoned and will be dealt with fairly, consistently and with regard to the needs of the school and the individuals concerned. Effective communication and co-operation are essential to the successful implementation of this policy.

Definition - What is a Drug?

A drug is a substance which, when taken into the body, changes the way we feel, the way we see things and the way our bodies work.

This policy covers a range of drugs including medicines, tobacco, alcohol, solvents and illegal drugs. In line with both national advice and local guidelines, it covers drugs misuse by pupils and adults.

OUR AIMS

- To clarify appropriate procedures in the management of drug related incidents.
- To develop a whole-school approach to drug education in the context of the Science curriculum and the Personal, Social, and Health Education programme.
- To explore attitudes and develop skills in making decisions about drugs.
- To have a clear and agreed understanding within the school community about the implications and possible consequences of drug use.
- To contribute towards establishing an environment in which the school is free from the misuse of any drugs.

1. GUIDELINES

Pupils will follow a drug education programme that is responsive to their needs and relevant to their age, experience and maturity. It will be delivered through the Health Education programme. It will focus on the development of self-esteem and decision-making skills.

There is a procedure for the management of drug-related incidents - developed within the school in accordance with guidance.

The school works with others to provide relevant information and co-ordinated support (e.g. Thames Valley Police, Health Promotion Services, and School Medical Team).

The school has a policy and procedure for the administration of medicines that must be followed for everyone's safety.

2. MANAGEMENT OF DRUG-RELATED INCIDENTS

The Headteacher will be responsible for co-ordinating the management of drug-related incidents, offering sources of support and liaising with outside agencies. The procedures and the roles of all concerned are clearly given in the DFE publication 'DFE and ACPO drug advice for schools

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf

Within the school's Personal, Social and Health Education programme, the role of pupils in supporting each other and responding safely and effectively to emergencies including drug-related incidents is made clear in a manner appropriate to the age and stage of development of each child.

3. PROCEDURES

Any member of staff who suspects a pupil of being involved in a drugs-related incident must report the matter immediately to the Headteacher, who will ensure that the procedures as laid out in the DFE publication 'DFE and ACPO drug advice for schools' are put into practice. If a pupil is found to be in possession of drugs or drug-related equipment on school premises, the parents/carers will be informed immediately and will be asked to attend the school as a matter of urgency. In such a case, the school may also involve Thames Valley Police.

Medicines - see school's policies on administration of medicines.

Tobacco – as current legislation dictates the whole school and school grounds are designated No-Smoking areas.

Alcohol - no alcohol will be consumed during the course of a normal school day. Alcohol kept on the premises for special out of school events will be kept in a secure location. Alcohol for sale or consumption on the school premises at social events will be covered by the appropriate permit available from BFBC.

Solvents - the school will ensure that potentially harmful substances are stored safely, and pupils supervised carefully in the event of them having to be used in the course of their work. The use of aerosol deodorants is not permitted because of the potential risks to people with asthma or other bronchial problems.

Illegal Substances - no illegal substances should be brought to school or used on school premises or at formal or informal events organised by the school.

Sanctions of appropriate severity will be applied in the event of intentional misuse of any of the substances described above by any member of the school community on the school premises or while on school activities, trips and visits.

Sanctions, up to and including exclusion will be applied for:

- Possession of any illegal drug with the suspected intention to misuse.
- Misuse of drugs on school premises.
- Supplying/dealing drugs for the purposes of misuse.

This policy relates to pupils and all adults working in or visiting St. Joseph's Catholic Primary School.

PROCEDURES FOR MANAGING SUBSTANCE / DRUG RELATED INCIDENTS INVOLVING PUPILS (Including tobacco, alcohol, solvents, correction fluids, aerosols, prescription and 'over the counter' pills/medicines, controlled drugs etc.

The Headteacher is the school's designated Drugs Action Co-ordinator

- **Stay calm**
- **Send for Headteacher**
- **Ask for facts.**
 1. *What drugs are involved?*
 2. *Have they been consumed?*
 3. *By whom?*
 4. *How much has been taken?*
 5. *Has anyone else also taken the drugs?*
- Ensure the safety of the pupil
- Isolate from others but **do not leave the pupil alone**. Confiscate the drugs and drug using equipment if open to view. **(You do not have a right to search)**.
- Remind pupils of the school's policy on the use of alcohol and other drugs and on confidentiality - need to pass on the information to relevant sources (parents / Social Worker / police etc.)
- Summon medical support if drugs have been consumed and provide any appropriate COSH sheets (Control of Substances Hazardous to Health).
- Record the facts and store in a safe place and disclose on a need to know basis.
- If confronted by the media refer to Headteacher. Do not be drawn into a conversation.
- Do not identify individuals to others - even other members of staff. The Headteacher holds the responsibility for appropriate dissemination of information.

AT ALL TIMES ACT IN THE BEST INTEREST OF THE PUPIL

- **If in any doubt** about a pupil's medical safety
 1. *Send for an ambulance.*
 2. *Arrange for an appropriate adult to accompany pupil(s) to hospital.*
 3. *Make sure the Headteacher is contacted.*
 4. *Seek assistance from another member of staff.*
 5. *Arrange for safe removal of drugs and/or drug equipment in accordance with set procedure. To be retained as evidence.*

Headteacher's Role in Managing an Incident

- Contact police for advice/involvement.
- Inform parents of incident and that police have been contacted.
- Invite parents to school.
- Inform Director of Education as soon as possible.

- Arrange interview of pupil(s) when recovered.
- After investigation, consider further action including exclusion and referral to support agencies.
- Provide feedback to staff involved in the incident.
- Refer media enquiries to Bracknell-Forest Borough Council press office.

What NOT TO DO in responding to a drug-related incident.

- Do not ask leading questions of the pupil/s involved.
- Do not interrogate or accuse.
- Do not assume guilt.
- Do not detain a pupil in a locked room or provide no access to food or drink.
- Do not remove or search personal belongings or conduct a body search.
- Do not pledge secrecy or keep drug related incidents to yourself.
- Do not rely on memory – make a note of the facts of the incident.
- Do not identify – to a third-party individuals or information, prejudiced to individual pupils staff or the school.

CONCLUSION

The welfare of our pupils and staff is of paramount concern and we shall work together with everyone involved with the school to ensure the continued education and wellbeing of all our children.

All staff must be aware of the contents of this policy, the implications for them, and the education and welfare of pupils. The policy will be made available to parents on the website.

This policy should be read in conjunction with other school policies: - equal opportunities, behaviour policy, child protection, health and safety.

Designated Drugs Action Co-ordinator: Mrs. Juanita Dunlop (Headteacher)

APPENDIX 2

PHSE/ RSE Long Term Plan

	Term	EYFS Module and Unit	Session Title
EYFS	Autumn	Module 1, Unit 1 Module 1, Unit 2	Handmade With Love (5 short sessions across a week) Session 1: I Am Me Session 2: Heads, Shoulders, Knees and Toes Session 3: Ready Teddy?
	Additional	School Mission Anti-Bullying Week NSPCC Pants Session Emotions (Colour Monster)	Non Statutory L1: Shared responsibility – what are rules, why are rules needed – class rules
	Spring 1	Module 1, Unit 3 Module 1, Unit 4	Session 1: I like, You like, We all like Session 2: Good feelings, Bad feelings Session 3: Let's Get Real Session 1: Growing Up
	Spring 2	Module 2, Unit 1 Module 2, Unit 2	Session 1: Role Model (2 sessions) Session 1: Who's Who? Session 2: You've got a friend in me Session 3: Forever Friends
	Additional	Children's Mental Health Week E-Safety	
	Summer 1	Module 2, Unit 3	Session 1: Safe inside and out Session 2: My Body, My Rules Session 3: Feeling Poorly Session 4: People Who Help US
	Summer 2	Module 3, Unit 1 Module 3, Unit 2	Session 1: God is Love Session 2: Loving God, Loving Others Session 1: Me, You Us
	Additional	E-Safety Transition	

	Term	Module and Unit	Session Title
Year 1	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	<ol style="list-style-type: none"> 1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs for all 5. Going for goals 6. Looking forward
	Autumn 2 TenTen RSE & Health Education	KS1 Module 1 KS1 Module 2 Unit 2	<ol style="list-style-type: none"> 1. Story Sessions - Let the children come 2. God Loves You 1. Special people 2. Treat others well 3. Say sorry
	Additional Suggestions for autumn term	School Mission - Sept Class Rules – Sept Anti-Bullying Week - Nov	
	Spring 1 Twinkl PHSE& Citizenship	Diverse Britain	<ol style="list-style-type: none"> 1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What makes me proud to be British?
	Spring 2 TenTen RSE & Health Education	Ks1 Module 2, Unit 4	<ol style="list-style-type: none"> 1. Good and Bad Secrets 2. Physical Contact 3. Harmful Substances 4. Can you help me? part 1 5. Can you help me? part 2
	Additional Suggestions for spring term	Children's Mental Health Week - Feb E-Safety - Feb NSPCC Pants	
	Summer 1 Twinkl PHSE& Citizenship	One World	<ol style="list-style-type: none"> 1. Families 2. Homes 3. Schools 4. Environments 5. Resources 6. Planet Protectors
	Summer 2 TenTen RSE & Health Education	KS1 Module 3, Unit 1 Ks1 Module 3, Unit 2	<ol style="list-style-type: none"> 1. Three in one 2. Who is my neighbour? 1. The communities we live in
	Additional	E-Safety Transition into next class (moving on)	

	Term	Module and Unit	Session Title
Year 2	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	<ol style="list-style-type: none"> Star Qualities Positive Learners Bright Futures Jobs for all Going for goals Looking forward
	Autumn 2 TenTen RSE & Health Education	KS1 Module 1 KS1 Module 1, Unit 2	<ol style="list-style-type: none"> I am unique Girls and Boys Clean and Healthy part 1 Clean and Healthy part 2 NSPCC PANTS
	Additional Suggestions for autumn term	School Mission - Sept Anti-Bullying Week - Nov	
	Spring 1 Twinkl PHSE& Citizenship	Diverse Britain	<ol style="list-style-type: none"> My School My Community My Neighbourhood My Country British People What makes me proud to be British?
	Spring 2 TenTen RSE & Health Education	Ks1 Module 1, Unit 4 Ks1 Module 1, Unit 3	<ol style="list-style-type: none"> Good and Bad secrets Feelings, likes and dislikes Feeling inside out Super Susie gets angry
	Suggestions for spring term	Children's Mental Health Week - Feb E-Safety - Feb	
	Summer 1 Twinkl PHSE& Citizenship	Money Matters	<ol style="list-style-type: none"> Money Where money comes from Look after it Save or spend? Want or need? Going shopping
	Summer 2 TenTen RSE & Health Education	KS1 Module 3, Unit 1 Ks1 Module 3, Unit 2	<ol style="list-style-type: none"> The Cycle of Life Beginnings and endings Real Life Online Rules to help us Three in one Who is my neighbour ?
	Additional	E-Safety Transition into next class (moving on)	

	Term	LKS2 Module and Unit	Session Title
Year 3	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	<ol style="list-style-type: none"> Star Qualities Positive Learners Bright Futures Jobs for all Going for goals Looking forward
	Autumn 1 TenTen RSE & Health Education	LKS2 Module 1, Unit 1 LKS2 Module 2, Unit 1	<ol style="list-style-type: none"> Story sessions Get up The Sacraments Story Sessions Jesus, my friend
	Additional	Class Rules School Mission Anti-Bullying Week NSPCC Pants	L1: Shared responsibility – what are rules, why are rules needed, why are laws needed and what are the consequences of breaking rules and laws.(class rules) L7: Communities – To value different contributions that people and

			groups make in the community (inclusion, diversity) L8: diversity: what it means, benefits of living in a diverse community, valuing diversity
Spring 1 Twinkl PHSE& Citizenship	Diverse Britain		1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What makes me proud to be British?
Spring 2 TenTen RSE & Health Education	LKS2 Module 2, Unit 2 LKS2 Module 2, Unit 3 LKS2 Module 2, Unit 4		1. Family, friends and others 2. When things feel bad 1. Sharing Online 2. Chatting online 1. Safe in my body 2. Drugs, Alcohol and Tobacco
Additional	Children's Mental Health Week		
Summer 1 Twinkl PHSE& Citizenship	One World		1. Families 2. Homes 3. Schools 4. Environments 5. Resources 6. Planet Protectors
Summer 2 TenTen RSE & Health Education	Module 2, Unit 4 Module 3, Unit 1 Module 3, Unit 2		1. First Aid Heroes 1. A Community of Love 2. What is the Church? 1. How do I love others?
Additional	Earth Day		

	Term	KS1 Module and Unit	Session Title
Year 4	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs for all 5. Going for goals 6. Looking forward
	Autumn 1 TenTen RSE & Health Education	LKS2 Module 1, Unit 1 LKS2 Module 1, Unit 3	1. Get Up 2. What am I feeling? 3. What am I looking at? 4. I am thankful
	Additional	School Mission Anti-Bullying Week NSPCC Pants	L1: Shared responsibility – what are rules, why are rules needed, why are laws needed and what are the consequences of breaking rules and laws.(class rules) L7: To value different people and groups make in the community (inclusion, diversity)
	Spring 1 Twinkl PHSE& Citizenship	Diverse Britain	1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What makes me proud to be British?
	Spring 2 TenTen RSE & Health Education	LKS2 Module 1, Unit 2	1. We don't have to be the same 2. Respecting our Bodies 3. What is puberty? 4. Changing Bodies 5. Male/ Female Discussion Groups
	Additional	Children's Mental Health Week Earth Day	L12:how to assess the reliability of sources of information online; make safe, reliable choices from search results
	Summer 1 Twinkl PHSE& Citizenship	Money Matters	1. Money 2. Where money comes from 3. Look after it 4. Save or spend?

			5. Want or need? 6. Going shopping
Summer 2 TenTen RSE & Health Education	LKS2 Module 1, Unit 4 LKS2 Module 3, Unit 1 LKS2 Module 3, Unit 2		1. Life Cycles 2. A Time for Everything 1. A Community of love 2. What is the Church? 1. How do I love others?
Additional	E-Safety Transition into next class (moving on)		Transition – moving on to next class L5: Communities – learn about the different roles and responsibilities people have

	Term	UKS2 Module and Unit	Session Title
Year 5	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs for all 5. Going for goals 6. Looking forward
	Autumn 1 TenTen RSE & Health Education	UKS2 Module 1, Unit 1 UKS2 Module 2, Unit 1 UKS2 Module 2, Unit 3	1. Story Sessions Calming the Storm 1. God is calling you 1. Under Pressure 2. Do you want a piece of cake? 3. Self-Talk
	Additional	School Mission/Class Rules Anti-Bullying Week	
	Spring 1 Twinkl PHSE& Citizenship	Diverse Britain	1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What makes me proud to be British?
	Spring 2 TenTen RSE & Health Education	UKS2 Module 2, Unit 3 UKS2 Module 2, Unit 4	1. Sharing isn't always caring 2. Cyberbullying 1. Types of abuse 2. Impacted Lifestyles 3. Making good choices 4. Giving assistance
	Additional	Children's Mental Health Week Earth day	
	Summer 1 Twinkl PHSE& Citizenship	Money Matters	1. Money 2. Where money comes from 3. Look after it 4. Save or spend? 5. Want or need? 6. Going shopping
	Summer 2 TenTen RSE & Health Education	UKS2 Module 1, Unit 4 IKS2 Module 3, Unit 1 UKS2 Module	1. Menstruation – alternatively, the mums and daughters chat 1. The Holy Trinity 2. Catholic Social Teaching 1. Reaching Out
Additional	E-Safety Transition into next class (moving on)	Transition – moving on to next class	

	Term	UKS2 Module and Unit	Session Title
Year 6	Autumn 1 Twinkl PHSE& Citizenship	Aiming High	1. Star Qualities 2. Positive Learners 3. Bright Futures 4. Jobs for all 5. Going for goals 6. Looking forward
	Autumn 1 TenTen RSE & Health Education	UKS2 Module 1, Unit 2	1. Gifts and Talents 2. Girls' Bodies 3. Boys' Bodies 4. Spots and Sleep

		UKS2 Module 1, Unit 3	<ol style="list-style-type: none"> 1. Body image 2. Peculiar Feelings
Additional	School Mission Anti-Bullying Week		
Spring 1 Twinkl PHSE & Citizenship	Diverse Britain		<ol style="list-style-type: none"> 1. My School 2. My Community 3. My Neighbourhood 4. My Country 5. British People 6. What makes me proud to be British?
Spring 2 TenTen RSE & Health Education	UKS2 Module 1, Unit 3		<ol style="list-style-type: none"> 1. Emotional Changes 2. Seeing Stuff Online 3. Making Babies Part 1 4. Making Babies Part 2 5. Menstruation 6. Hope Beyond Death
Additional	Children's Mental Health Week e-safety		<p>L13: about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14: about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16: about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>
Summer 1 Twinkl PHSE & Citizenship	One World		<ol style="list-style-type: none"> 1. Families 2. Homes 3. Schools 4. Environments 5. Resources 6. Planet Protectors
Summer 2	UKS2 Module 2, Unit 2 UKS2 Module 3, Unit 1 UKS2 Module 3, Unit 2		<ol style="list-style-type: none"> 1. Build others up 1. The Holy Trinity 2. Catholic Social Teaching 1. Reaching Out 2. TRANSITION TO Y7
Extra (Non- statutory PHSE topics not covered by TenTen)	Economic Well-being: Money (twinkl) 19. 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 L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways money can impact on people's feelings and emotions		<p>Economic Well-Being: Aspirations, work and career (Twinkl)</p> <p>L27: about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>