**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*

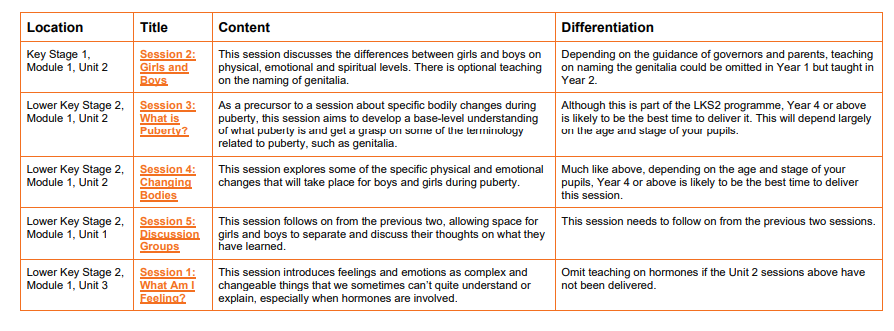
*NUR/Y1/3/5 undertake Module 2 Created to Love others*

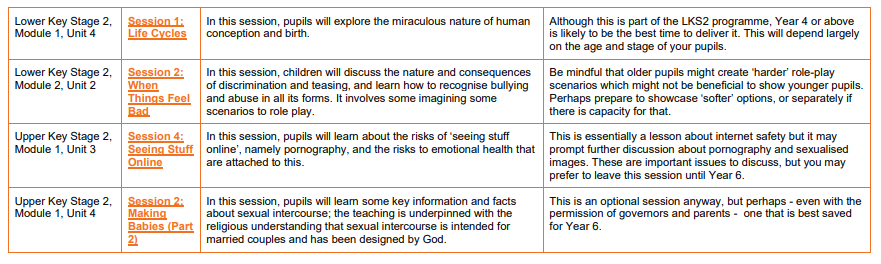
*REC Y2/4/6 Modu 1 Created and Loved by God*

*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***

**

**

| **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 1  The 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 | **-**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? (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  H36. how to get help in an emergency (how to dial 999 and what to say)  H32 and how to cross the road safely | **Dental Health**  About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health | 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:  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 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 | 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 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) | **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 |
| **Question** (based on specific components of knowledge) | | What makes a good friend? How can we play together? | | How can I recognise my  feelings? | How do I keep my teeth  healthy? | 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) | What are all the elements that contribute to healthy  well-being? | 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 | | feelings,, thoughts, positive, negative, relationships, forgiveness | dentist, oral, cavities, decay, hygiene, plaque | 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 Me  Head, Shoulders, Knees and Toes  Ready Teddy  **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? | **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 | **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)** | **Y4 Module 1 unit 2**  We don't have to be 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 | **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 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)  **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  -21 March- World Down Syndrome Day  -29 March - 3 April- World Autism Awareness 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 sources  L11. that people make 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 | **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 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 | **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 | **Money, Money, Money**  L17. about the different ways to pay for things and the choices people have about this  L18. to recognise that 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 | **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** (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 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 | **KS1 Module 1 Unit 4:**  The Cycle of Life  **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 | **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 1  Catholic social teaching session 2  **Y5 Module 3 unit 2**  Reaching out session 1 | **Y6 Module 3 unit 1**  The Trinity session 1  Catholic social teaching session 2  **Y6 Module 3 unit 2**  Reaching out session | 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  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 |
| **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 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) | **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 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 | **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 | **Staying Safe**  **+ Managing Change**  H36. strategies to manage transitions between classes and key stages  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**  H36. strategies to manage transitions between classes and key stages  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 | **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? | 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 |