



Subject Handbook

PSHE



St. John the Baptist
Catholic Primary School



Our PSHE Curriculum



Intent



Our intention is that when children leave St John the Baptist, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. The Ten Ten programme provides a curriculum in health and relationship education that is authentic to the Catholic Church's teaching and acknowledges each pupil's stage of physical and sexual development. The curriculum spirals throughout their school life, so the information is embedded and is differentiated for their appropriate stage of development.

Our children will develop an understanding of the importance of family life, stable and loving relationships, respect, love and care. We want our children to confidently discuss PSHE themes and feel supported and valued in lessons.

The Ten Ten programme promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We are all aware of the important role the PSHE curriculum has in supporting school to implement the 9 protected characteristics of The Equality Act 2010.



Our PSHE Curriculum



Implementation



Each key stage focuses on the same three modules using a spiral approach where children build upon prior knowledge attained from their learning in the previous key stage.

As children progress through the school, they will revisit and further explore the concepts of each module. They learn through a range of scriptures, stories and video clips, drawing upon their personal experiences and reflecting on their choices and actions.

Whilst learning, teachers will use questioning to assess children's understanding of what is being taught and present them with scenarios to offer them the opportunity to challenge their moral and spiritual thinking. An evaluative approach to assessment is adopted by teachers to inform them of individual progress.



Our PSHE Curriculum



Impact

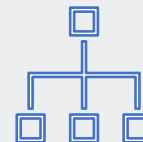


At St John the Baptist, we strive to mould our children into kind, caring and thoughtful individuals who recognise difference and embrace individuality. By the end of Year 6, the children will have a well-developed, deeper understanding of the meaning of being healthy, how to stay safe and how to advocate for themselves.

They will be able to use skills taught to them such as: building self-esteem, resilience, and empathy to overcome potential problems in the future and support others in doing the same.

The children will have had experiences helping them to be independent and responsible members of a diverse society. This will all be underpinned with the teaching of God and how their faith provides the basis to their morals and the way they treat others within society.

Curriculum Rationale



Programme Structure

In **Life to the Full**, we follow a four-stage structure which is repeated and developed across four different learning stages:

- **Early Years Foundation Stage** is aimed at Preschool and Reception
- **Key Stage One** is aimed at Years 1 and 2
- **Lower Key Stage Two** is aimed at Years 3 and 4
- **Upper Key Stage Two** is aimed at Years 5 and 6

Within each learning stage, there are three Modules which are based on the Model Catholic RSE Curriculum:

- **Created and Loved by God**
- **Created to Love Others**
- **Created to Live in Community**

Each **Module** is then broken down into **Units** of Work.

Module 1	Created and Loved by God
Units	Religious Understanding Me, My Body, My Health Emotional Well-being Life Cycles
Module 2	Created to Love Others
Units	Religious Understanding Personal Relationships Life Online Keeping Safe
Module 3	Created to Live in Community
Units	Religious Understanding Living in the Wider World

Within each Unit there are **a number of planned sessions** which are to be led in the classroom.

Programme Content

The programme adopts a spiral curriculum approach so that as a child goes through the programme year-after-year, the learning will develop and grow, with each stage building on the last.

Module One: Created and Loved by God

Module One: Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module Two: Created to Love Others

Module Two: Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe both online and in our daily lives.

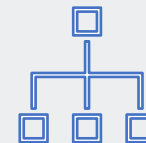
Module Three: Created to Live in Community

Finally, Module Three: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

In the first Unit, Religious Understanding, the sessions help children to develop a concept of the Trinity at a level appropriate for their learning stage.

In subsequent Unit 2 sessions, we apply this religious understanding to real-world situations, such as the community we live in, and through exploring the work of charities which work for the Common Good.

Protected Characteristics Coverage



The Life to the Full programme

How does Life to the Full meet the statutory guidance on Protected Characteristics?

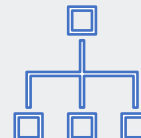
Life to the Full is a programme in Relationships and Health Education for Catholic primary schools, and Relationships, Sex and Health Education for Catholic secondary schools in England, and Relationships and Sexuality Education in Wales, which aims to put the God-given dignity of the human person at the core of the teaching. It is a 14-year programme of study stretching from Early Years to Sixth Form which supports and embraces the statutory guidance whilst providing a Christian vision of the human person, in all of his or her complexity, diversity and richness, rooted in the teaching of the Catholic Church.

School leaders will be particularly keen to know where and how the programme specifically addresses the expectations raised by Ofsted in the previous section so they can be evidenced during inspection; this section aims to provide some specific guidance.

It should be noted, however, that **Life to the Full** is an evolving programme. We garner, listen to, and respond to feedback by making changes and improvements to ensure that the programme is continually 'alive' and responsive to the needs of pupils, teachers and parents. This document, therefore, may be updated over time, so please do return in the future for updated guidance.

Within the design, structure and presentation of the programme, we have been mindful of the protected characteristics, endeavouring to produce a programme that is inclusive. Our focus has been to inform, present and explain legal rights, underline the fundamental dignity and worth of the person, and outline the erroneous nature of all unjust discrimination. At the same time, in age-appropriate ways, the programme articulates and commends the teaching of the Catholic Church, with special regard to relationships, sex and marriage.





Curriculum Overview

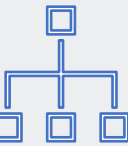
EYFS

Life to the Full Plus - Overview



EYFS

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
EYFS	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Handmade With Love	Session 1 I Am Me	Session 1 I Like, You Like, We All Like!	Session 1 Growing Up	Session 1 Role Model	Session 1 Who's Who?	Session 1 What is the Internet?	Session 1 Safe Inside and Out	Session 1 God is Love	Session 1 Me, You, Us
		Session 2 Heads, Shoulders, Knees and Toes	Session 2 All the Feelings!	Session 2 New People, New Places Classroom Shorts		Session 2 You've Got A Friend In Me	Session 2 Playing Online	Session 2 My Body, My Rules	Session 2 Loving God, Loving Others	Session 2 When I Grow Up... Classroom Shorts
		Session 3 Ready Teddy?	Session 3 Let's Get Real			Session 3 Forever Friends		Session 3 Feeling Poorly		Session 3 'Money Doesn't Grow On Trees' Classroom Shorts
								Session 4 People Who Help Us		



Curriculum Overview

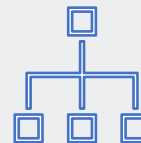
KS1

Life to the Full Plus - Overview

Ten:Ten
Resources

KS1

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
KS1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings, Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You	Session 1 Special People	Session 1 Real Life Online	Session 1 Good and Bad Secrets	Session 1 Three In One	Session 1 The Communities We Live In
		Session 2 Girls and Boys	Session 2 Feeling Inside Out	Session 2: Beginnings and Endings		Session 2 Treat Others Well...	Session 2 Rules To Help Us	Session 2 Physical Contact	Session 2 Who is My Neighbour?	Session 2 Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body)	Session 3 Super Susie Gets Angry	Session 3: Change Is All Around Classroom Shorts		Session 3 ...and Say Sorry		Session 3 Harmful Substances		Session 3 Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		



Curriculum Overview

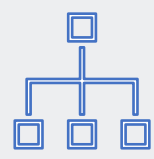
LKS2

Life to the Full Plus - Overview

Ten:Ten
Resources

LKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
LKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Get Up!	Session 1 We Don't Have to Be the Same	Session 1 What Am I Feeling?	Session 1 Life Cycles	Story Sessions Jesus, My Friend	Session 1 Family, Friends and Others...	Session 1 Sharing Online	Session 1 Safe in My Body Classroom Shorts	Session 1 A Community of Love	Session 1 How Do I Love Others?
	Session 2 The Sacraments	Session 2 Respecting Our Bodies	Session 2 What Am I Looking at?	Session 2 A Time for Everything		Session 2 When Things Feel Bad	Session 2 Chatting Online Classroom Shorts	Session 2 Drugs, Alcohol and Tobacco	Session 2 What is the Church?	Session 2 Working Together Classroom Shorts
		Session 3 What is Puberty?	Session 3 I am Thankful	Session 3 Big Changes, Little Changes Classroom Shorts				Session 3 First Aid Heroes		Session 3 Money Matters Classroom Shorts
		Session 4 Changing Bodies						Session 4 Rights and Responsibilities Classroom Shorts		
		Session 5 Male/ Female Discussion Groups (optional)								



Curriculum Overview

UKS2

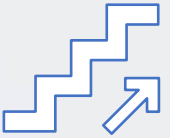
Life to the Full Plus - Overview

Ten:Ten
Resources

UKS2

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
UKS2	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Calming the Storm	Session 1 Gifts and Talents	Session 1 Body Image	Session 1 Making Babies (Part 1)	Session 1 God Is Calling You	Session 1 Under Pressure	Session 1 Sharing Isn't Always Caring	Session 1 Types of Abuse Classroom Shorts	Session 1 The Holy Trinity	Session 1 Reaching Out
		Session 2 Girls' Bodies	Session 2 Peculiar Feelings	Session 2 Making Babies (Part 2)		Session 2 Do You Want A Piece of Cake?	Session 2 Cyberbullying Classroom Shorts	Session 2 Impacted Lifestyles Classroom Shorts	Session 2 Catholic Social Teaching	Session 2 The World of Work Classroom Shorts
		Session 3 Boys' Bodies	Session 3 Emotional Changes	Session 3 Menstruation		Session 3 Self-Talk		Session 3 Making Good Choices		Session 3 Money and Me Classroom Shorts
		Session 4 Spots and Sleep	Session 4 Seeing Stuff Online	Session 4 Hope Beyond Death		Session 4 Build Others Up Classroom Shorts		Session 4 Giving Assistance		
				Session 5 Coping with Change Classroom Shorts						

Progression of Vocabulary



EYFS

Me, My Body, My Health	I am Me (EYFS_1.2.1 or Session ID: EYFS-002)	similar different same unique special God's children love likes dislikes gifts talents skills	
	Heads, Shoulders, Knees and Toes (EYFS_1.2.2 or Session ID: EYFS-003)	running jumping hopping climbing balancing walking crawling flapping pointing splashing waving bending stamping shaking smiling talking eating drinking singing drawing dancing sleeping playing laughing painting building hugging kissing head hair eyes ears mouth shoulders back arm fingers thumb nose hand elbow leg foot knees toes	
	Ready Teddy? (EYFS_1.2.3 or Session ID: EYFS-004)	ready prepared responsibility duty body gift God look after creation trust special job diet exercise sleep keeping clean brush teeth flush the toilet wash hands brush hair	

KS1

Me, My Body, My Health	I am Unique (Me) (KS1_1.2.1 or Session ID: KS1-002)	unique special similarities differences individual gifts talents skills	
	Girls and Boys (My Body) (KS1_1.2.2 or Session ID: KS1-003)	similarities differences gender stereotypes equal value worth favourite interests personality physical appearance shoulders legs arms ears head	
	Key Decision #1	genitalia scientific penis testicles vulva vagina urethra private	
	Clean and Healthy (My Health) (KS1_1.2.3 and KS1_1.2.4 or Session ID: KS1-004 and KS1-005)	care special good super balanced diet clean wash brush sleep teeth hair body hygiene healthy	

LKS2

Me, My Body, My Health	We Don't Have To Be The Same (LKS2_1.2.1 or Session ID: LKS2-003)	similarities differences unique skills talents confident self-confidence changeable teamwork community beloved Child of God	
	Respecting Our Bodies (LKS2_1.2.2 or Session ID: LKS2-004)	body gift dis/respect special safe healthy in/appropriate balanced diet exercise sensible God Holy Spirit choice responsibility	
	What Is Puberty? (LKS2_1.2.3 or Session ID: LKS2-005) Key Decision #2 (Yr 4+)	puberty childhood adulthood milestone timeline physical growth development body changes emotions gradual past future Child of God	

UKS2

Me, My Body, My Health	Gifts and Talents (UKS2_1.2.1 or Session ID: UKS2-002)	similarities differences gifts talents unique loved child of God accept self-confidence value show off compare community faults weaknesses	
	Girls' Bodies (UKS2_1.2.2 or Session ID: UKS2-003)	body hair growth spurt puberty breasts buds nipples hips widen waist narrows perspiration oily skin genitals vagina uterus menstruation development self-conscious embarrassed changing natural respect boundaries private	
	Boys' Bodies (UKS2_1.2.3 or Session ID: UKS2-004)	body hair growth spurt puberty shoulders widen perspiration oily skin voice breaking genitals penis erections ejaculation semen urethra nocturnal emissions wet dreams hormones development self-conscious natural respect boundaries private	

Progression of Skills



KS1

Keeping Safe	<p>Children will learn:</p> <ul style="list-style-type: none"> That there are some safe and unsafe situations, including online The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them How to resist pressure when feeling unsafe That they are entitled to bodily privacy That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest That medicines are drugs, but not all drugs are good for us That alcohol and tobacco are harmful substances That our bodies are created by God, so we should take care of them and be careful about what we consume About what is and isn't an emergency That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade That if they require medical help but it is not an emergency, basic first aid should be used instead of calling 999 Some basic principles of First Aid 	<ul style="list-style-type: none"> All children will understand that there are good secrets and bad secrets; that medicines are drugs, but not all drugs are good for us; understand what is and isn't an emergency; and will have a sense about what is and isn't a medical emergency, and how to call 999 for help. Most children will be able to describe and give examples of good/bad secrets, and understand that they should be open and honest with 'special people' if anything troubles them; will understand that alcohol and tobacco are harmful substances that are illegal for children to access; will understand that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade; and will understand that First Aid can be used in many situations where an ambulance is not required, and demonstrate understanding of basic First Aid. 	
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LKS2

Keeping Safe	<p>Children will learn:</p> <ul style="list-style-type: none"> That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others How to report and get help if they encounter inappropriate materials or messages How to use technology safely That bad language and bad behaviour are inappropriate That just as what we eat can make us healthy or make us ill, so 	<ul style="list-style-type: none"> All children will learn about the effects that a range of substances including drugs, alcohol and tobacco can have on the body; and that in emergency situations they should remain calm and call 999. Most children will demonstrate some prior knowledge around this topic and be able to identify and record facts throughout the session; and with prompting, demonstrate understanding of how First Aid knowledge can be applied in real-life situations. Some children will demonstrate a personal understanding and belief that because our bodies are created by God, we should take care of them and be careful about what we consume; will 	
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UKS2

Keeping Safe	<p>Children will learn:</p> <ul style="list-style-type: none"> That their increasing independence brings increased responsibility to keep themselves and others safe How to use technology safely That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad 	<ul style="list-style-type: none"> All children will know that if they feel unsafe, they can and should seek out a trusted adult for help and support; will learn about the effect that a range of substances including drugs, tobacco and alcohol can have on the body; will understand that as they get older they may come under pressure when it comes to drugs, alcohol and tobacco; and will understand that, 	
<p>Progression of Knowledge and Skills Upper Key Stage Two</p>			
	<p>for us and others</p> <ul style="list-style-type: none"> How to report and get help if they encounter inappropriate materials or messages What the term cyberbullying means and examples of it What cyberbullying feels like for the victim How to get help if they experience cyberbullying What kind of physical contact is acceptable or unacceptable and how to respond That there are different people we can trust for help, especially those closest to us who care for us, including parents, teachers and priests About the effect that a range of substances including drugs, tobacco and alcohol can have on the body How to make good choices about substances that will have a positive impact on their health That our bodies are created by God, so we should take care of them and be careful about what we consume 	<p>amongst other things, the job of a First Aider is to keep themselves and the casualty safe.</p> <ul style="list-style-type: none"> Most children will understand that some physical contact is appropriate and some is inappropriate, and be able to describe some examples of these; will understand the impact that these substances can have on people's lifestyles, and how we can all make better choices to benefit our health and well-being; will be able to come up with 'for' and 'against' arguments for giving into pressure, and practise making good choices; and will, with prompts, have a degree of confidence in performing the DR ABC primary survey, as well putting someone in the recovery position. Some children will demonstrate greater empathy throughout the activities and a deeper understanding that because God made us to love and be loved, we should respect one another's bodily privacy and autonomy; will understand that our bodies are created by God, and we can honour Him by taking care of them and being careful about what we 	

Ten:Ten
Resources



Assessment



Whilst learning, teachers will use questioning to assess children's understanding of what is being taught and present them with scenarios to offer them the opportunity to challenge their moral and spiritual thinking.

An evaluative approach to assessment is adopted by teachers to inform them of individual progress.

Baseline assessments and endpoint assessments are also used to assess children's progress at the end of each unit.

Baseline Assessment



Preparation

1. Print a copy of **Appendix 1: Pete Under Pressure** for each pupil
2. Ensure that each pupil uses a particular coloured pencil for the activity (e.g. black).



Appendix 1: Pete Under Pressure

How to Lead

1. Hand out **Appendix 1: Pete Under Pressure** to each pupil.
2. Ask pupils to write their name at the top of the sheet.
3. Read the thought bubbles to the class, explaining that each one is a dilemma that Pete is facing.
4. Ask the pupils to read them again on their own and to write their thoughts about what Pete should do around each speech bubble.
5. Reassure them that the exercise is to get them thinking; it's not about getting the 'right' answer.
6. At the end of the activity, collect the sheets as you will need them again for the Endpoint Assessment.

Endpoint and Evaluation Assessments



Preparation

1. Have the copies of **Appendix 1: Pete Under Pressure** that you used in the Baseline Assessment to hand.
2. Ensure that each pupil uses a **different** coloured pencil for the activity (e.g. red).

How to Lead

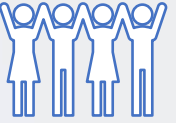
1. Hand back the sheets to each pupil.
2. Ask pupils to look at what they've written and make any changes or additions as they wish.
3. At the end of the activity, collect the sheets.

Evaluation Assessment

Looking at the different responses before and after the Unit lesson:

- Have the pupils increased their knowledge of when it's appropriate to say 'no'?
- Have the pupils developed their skills in how to say 'no' at the appropriate time?

Inclusion



1.Explicit instruction - step-by-step modelling of what we want children to do, chunking the content and introducing new material in small steps

2.Cognitive and metacognitive strategies – opportunity to recall information to transfer it to our long-term memory

3.Scaffolding – pre-teaching, visual, verbal, written

Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take, what their work should look like, an aid to access teaching and learning

Verbal scaffolds may involve re-teaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions

Written scaffolds will be provided for a pupil to support them with an independent written task. It could be notes made on a whiteboard during a discussion, a word bank, a sentence starter, a writing frame, it could even be the child's own previous work used to support their recall.

Scaffolds provide temporary assistance to pupils so they can successfully complete tasks that they cannot yet do independently. We use scaffolds flexibly, evaluate their effectiveness and gradually remove them once they are no longer needed.

4.Flexible grouping - peer tutoring, Kagan grouping, flexible grouping

5.Assistive technology – to support delivery and recording of work

Rosenshine's Principles of instruction:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with pupil practice
- Ask questions and check responses
- Provide models
- Guide pupil practice, provide scaffolding and support
- Encourage independent practice and check pupil understanding



All children receive a high quality and ambitious education

All learners have access to the same academic opportunities by offering a stimulating and ambitious curriculum, adjusted to the needs of pupils with SEND, so that they are able to reach their full potential

It is vital that our children are equipped with the tools needed to become independent learners

Our curriculum will ensure that all pupils gain a greater understanding of how they learn and the skills of resilience, collaboration, participation, investigation, thinking, creativity, motivation and reflection

We provide an accessible learning environment which is tailored to the individual needs of all pupils

Pupils are supported by adults following a cycle of assess, plan, do, review, making necessary adjustments to the curriculum to meet the needs of all pupils

All learners are respected and acknowledged for their personal contribution