### **Families and people who care for me**

Pupils should know:

* that families are important for children growing up because they can give love, security and stability
* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up
* that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

**Caring Friendships**

Pupils should know:

* how important friendships are in making us feel happy and secure, and how people choose and make friends
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
* that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Pupils should know:

* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
* practical steps they can take in a range of different contexts to improve or support respectful relationships
* the conventions of courtesy and manners
* the importance of self-respect and how this links to their own happiness
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
* about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
* what a stereotype is, and how stereotypes can be unfair, negative or destructive
* the importance of permission-seeking and giving in relationships with friends, peers and adults

**Online Relationships**

Pupils should know:

* that people sometimes behave differently online, including by pretending to be someone they are not
* that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
* the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
* how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
* how information and data is shared and used online

### **Being safe**

Pupils should know:

* what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
* that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
* how to recognise and report feelings of being unsafe or feeling bad about any adult
* how to ask for advice or help for themselves or others, and to keep trying until they are heard,
* how to report concerns or abuse, and the vocabulary and confidence needed to do so
* where to get advice, for example family, school or other sources

Further personal development opportunities to include: theme weeks, collective worships, Catholic life, CAFOD, national days, visits and visitors to school, extra-curricular clubs, British values and gospel values, retreats, school awards, workshops, school nurse visits, dental hygiene visits

Jigsaw scheme has been adapted to suit the needs of our children and to ensure what we are covering is in line with Church teaching. (All aspects of RSHE are covered in the overviews below

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| **EYFS** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  Myself – God knows and loves everyone  **Baptism/Confirmation – belonging**  Welcome – Baptism is a welcome to God’s family | **Other Faiths – Hinduism**  Special days/rituals - Diwali  **Advent/Christmas – loving**  Birthday – looking forward to Jesus’ birthday | **Local Church – community**  Celebrating – people celebrate in church  **Eucharist – relating**  Gathering – The parish family gathers to celebrate the Eucharist | **Other Faiths – Judaism**  Special days/rituals - Hanukkah  **Lent/Easter – giving**  Growing – looking forward to Easter | **Pentecost – serving**  Good News – passing on the Good News of Jesus. | **Reconciliation – Inter-relating**  Friends – friends of Jesus  **Universal Church – World**  **Common good**  Our World – Gods wonderful world |
| Journey in Love | To explore the wonder of being special and unique | | | | | |
|  | Social and Emotional  To recognise the joy of being a special person in my family | | Physical  To recognise that we are all different and unique | | Spiritual  To celebrate the joy of being a special person in Gods Family | |
| PSHE -Jigsaw | **Being Me in My World**  Self-identity  Understanding feelings  Being in a classroom  Being gentle  Rights and responsibilities | **Celebrating Difference**  Identifying talents  Being special  Families  Where we live  Making friends  Standing up for yourself | **Dreams and Goals**  Challenges  Perseverance  Goal-setting  Overcoming obstacles  Seeking help  Jobs  Achieving goals | **Healthy Me**  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | **Relationships**  Piece 2 - Making friends  Piece 3 - What I like about my friends  Piece 4 - Impact of unkind words  Piece 5 - Manage feelings  Piece 6 - Work together | **Changing Me**  Piece 1 - Bodies  Piece 2 - Respecting my body  Piece 3 – Growing up  Piece 4 – Fun and fears  Piece 5 - Fun and fears  Piece 6 - Celebration |
| Science (Understanding the world) | Senses experiments/investigation.  My body science experiments.  Talk about autumn | Scary Shadows –Looking at and identifying shadows. Why is it getting darker (link autumn)?  Nocturnal Animals  Talk about winter | Waterproof –What does waterproof mean?  Seasonal Changes – Winter to spring. | Minibeast Madness –Find out more about minibeasts? How will we take care of them? Can we make a habitat for the creatures to live in?  Talk about Spring | Plants - What grows in our garden? What can we grow for food?  Planting and growing potatoes and other vegetables. | Forest/woodland science experiments.  STEM transport investigations.  Talk about Summer. |
| PE (physical development) | Gross motor skills development, predominately outdoor focused, fine motor skill development – including writing. Healthy eating and exercise - knowledge and understanding. Health and self care promoting independence when dressing, washing and toileting, focusing on the importance of good hygiene. Introducing safety and how to keep ourselves safe, including managing risks and road safety.  Gymnastics, yoga and little sports sessions. | | | | | |
| Computing | Experience a range of technology/ equipment, including digital cameras, iPads, video cameras, microscopes and sound recorders | Learn about opening apps, scanning QR codes, taking photos and recording information. | Use technology safely and respectfully.  Learn about how to stay safe online. | Use technology purposefully to organise, store and retrieve digital content. Keeping personal information private. Identify where to go for help and support when they have concerns about content. | Recognise common uses of information technology beyond school.  Use technology purposefully to create and manipulate digital content. | Understanding the basics of programming a sequence and gaining the skills required to think logically. |
| Equality and Diversity | **Momma, Mamma and Me**  To celebrate my family | **The Family Book**  All families are different | **You Choose**  I choose what I like | **Red Rockets and Rainbow Jelly**  It’s ok to like different things | **Hello Hello**  To say hello | **Blue Chameleon**  To make a new friend |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  Families – Gods love and care for every family  **Baptism/Confirmation – belonging**  Belonging – Baptism an invitation to belong to God’s Family. | **Other Faiths – Hinduism**  Stories – Krishna and Ganesha – Raksha Bandhan  **Advent/Christmas – loving**  Waiting – Advent is a time to look forward to Christmas | **Local Church – community**  Special People – people in the parish family  **Eucharist – relating**  Meals – Mass; Jesus’ special meal | **Other Faiths – Judaism**  Stories – Abraham and Moses  **Lent/Easter – giving**  Change – Lent is a time for change | **Pentecost – serving**  Holidays and Holy Days – Pentecost – the feast of the Holy Spirit | **Reconciliation – Inter-relating**  Being sorry – God helps us to choose well  **Universal Church – World**  **Common good**  Neighbours – we share God’s world. |
| Journey in Love | To focus on families and specially growing up in a loving, secure and stable home. | | | | | |
|  | Social and Emotional  To recognise signs that I am loved in my family. | | Physical  To recognise how I am cared for and kept safe in my family. | | Spiritual  To celebrate ways that God loves and cares for me. | |
| PSHE -Jigsaw | **Being Me in My World**  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter | **Celebrating Difference**  Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in  everyone | **Dreams and Goals**  Setting goals  Identifying successes and  achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of success | **Healthy Me**  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with  household items  Road safety  Linking health and happiness | **Relationships**  Piece 2 - Making Friends  Piece 4 - Asking for help  Piece 5 - Praise myself  Piece 6 - Expressing feelings about others | **Changing Me**  Piece 1 - Life cycles – animal and human  Piece 5 -Linking growing and learning  Piece 6 - Coping with change Transition |
| Science | Plants | Seasonal Changes | Everyday materials | Seasonal changes | Animals including humans | Seasonal changes |
| PE | Gymnastics | Gymnastics | Invasion Skills | Dance Theme: Seasons | Athletics \*Sports Day Events Practice | Striking and Fielding Multi-Skills |
| Computing | What is a computer (hardware and software) | Drawing maths (digital art/shapes)) | Mini Beasts (creating digital content) | My Online Life (online safety | Modern tales (communicating online) | Animate with shapes (creating digital animations) |
| Equality and Diversity | **Elmer**  I like the way I am | **My world, your world**  I share the world with lots of different people | **Errol’s Garden**  To work together | **Going to the volcano**  To Join in | **Want to play trucks?**  To find ways to play together | **Hair, it’s a family affair**  Proud to be me |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 2** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  Beginnings – God at every beginning  **Baptism/Confirmation – belonging**  Signs and Symbols – at Baptism | **Other Faiths – Hinduism**  Prayer at home - Puja  **Advent/Christmas – loving**  Preparations – preparing to celebrate Christmas | **Local Church – community**  Books – the books used in Church  **Eucharist – relating**  Thanksgiving – mass is special time to say thank you to God, especially for Jesus | **Other Faiths – Judaism**  Prayer at home - Shabbat  **Lent/Easter – giving**  Opportunities – an opportunity to start anew in order to celebrate Jesus’ new life. | **Pentecost – serving**  Spread the word – Pentecost is a time to spread the Good News | **Reconciliation – Inter-relating**  Rules – Reasons for rules in the Christian family **Universal Church – World**  **Common good**  Treasures – Gods treasure: the world |
| Journey in Love | To describe how we are growing and developing in diverse communities that are God-given | | | | | |
|  | Social and Emotional  To recognise the joy and friendship of belonging to a diverse community | | Physical  To describe ways of being safe in communities | | Spiritual  To celebrate ways of meeting God in our communities | |
| PSHE -Jigsaw | **Being Me in My World**  Hopes and fears for the year  Rights and responsibilities  Rewards and consequences  Safe and fair learning  environment  Valuing contributions  Choices  Recognising feelings | **Celebrating Difference**  Assumptions and stereotypes  about gender  Understanding bullying  Standing up for self and others  Making new friends  Gender diversity  Celebrating difference and remaining friends | **Dreams and Goals**  Achieving realistic goals  Perseverance  Learning strengths  Learning with others  Group co-operation  Contributing to and sharing success | **Healthy Me**  Motivation  Healthier choices  Relaxation  Healthy eating and nutrition  Healthier snacks and sharing  food | **Relationships**  Piece 3 - Friends and conflict  Piece 4 - Talking about secrets  Piece 5 - Trust and appreciation  Piece 6 - Accepting appreciation from others | **Changing Me**  Piece 1 - Life cycles in nature  Piece 2 - Growing from young to old  Piece 3 - Increasing independence  Piece 5 - Assertiveness  Piece 6 - Preparing for transition |
| Science | Animals in their habitats | Growth and survival | The uses of everyday materials | Plants | Animals including humans | Super scientist |
| PE | Gymnastics | Gymnastics | Dance Theme: Toys | Invasion Games | Athletics \*Sports Day Events Practice | Bat and Ball Skills Throwing and Catching |
| Computing | My Online Life (online safety) | Maths Madness (Qr Codes) | Code a story (coding and programming) | Storyland (creating a digital book) | Online buddies 1 (communicating online) | Heads up (creating digital content) |
| Equality and Diversity | **All are welcome**  To know I belong | **The great big book of families**  To understand what diversity is | **Blown Away**  To be able to work with other people | **How to be a lion**  To have self-confidence | **What the Jackdaw Saw**  To communicate in different ways | **Amazing**  To think about what makes a good friend |
| Further personal development opportunities | Road safety workshop  CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 3** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  Homes – Gods Dream for every family  **Baptism/Confirmation – belonging**  Promises made at Baptism | **Other Faiths – Hinduism**  Places for worship – the Mandir  **Advent/Christmas – loving**  Visitors – waiting for the coming of Jesus | **Local Church – community**  Journeys – Christian family’s journey with Jesus  **Eucharist – relating**  Listening and sharing – Jesus gives himself to us in a special way | **Other Faiths – Judaism**  Places for worship – the Synagogue  **Lent/Easter – giving**  Giving all – lent, a time to remember Jesus’ total giving | **Pentecost – serving**  Energy – gifts of the Holy Spirit | **Reconciliation – Inter-relating**  Choices – The importance of the examination of conscience.  **Universal Church – World**  **Common good**  Special places – Holy places for Jesus and the Christian |
| Journey in Love | To describe and give reasons for how we grow in love in caring and happy friendships where we are secure and safe | | | | | |
|  | Social and Emotional  To describe and give reasons how friendships make us feel happy and safe. | | Physical  To describe and give reason why friendships can break down, how they can repaired and strengthened. | | Spiritual  To celebrate the joy and happiness of living in friendship with God and others | |
| PSHE -Jigsaw | **Being Me in My World**  Setting personal goals  Self identity and worth  Positivity in challenges  Rules, rights and responsibilities  Rewards and consequences  Responsible choices  Seeing things from others’ perspective | **Celebrating Difference**  Families and their differences  Family conflict and how to manage it (child centred)  Witnessing bullying and how to solve it  Recognising how words can be hurtful  Giving and receiving  compliments | **Dreams and Goals**  Difficult challenges and  achieving success  Dreams and ambitions  New challenges  Motivation and enthusiasm  Recognising and trying to  overcome obstacles  Evaluating learning processes  Managing feelings  Simple budgeting | **Healthy Me**  Exercise  Fitness challenges  Food labelling and healthy  swaps  Attitudes towards drugs  Keeping safe and why it’s  important online and offline  scenarios  Respect for myself and others  Healthy and safe choices | **Relationships**  Piece 1 - Family roles and responsibilities  Piece 2 - Friendship conflict resolution  Piece 3 - Keeping safe online  Piece 4 - Global citizen – choices  Piece 5 - Global citizen – Empathy with other children around the world  Piece 6 - Being part of a family and friendship groups | **Changing Me**  Piece 1 -How babies grow  Piece 5 -Family stereotypes  Piece 6 - Preparing for transition |
| Science | Plants | Rocks | Animals Including Humans | Animals including humans | Forces and magnets | Light |
| PE | Gymnastics | Gymnastics | Dance Theme: Extreme Earth | Tennis | Athletics \*Sports Day Events Practice | Basketball |
| Computing | Online detectives (evaluating online content) | Keyboard adventures ( keyboard skills) | Rainforests (360Degree, effective online searches) | Dancing Robots (Coding) | My Online Life (online safety) | TShirt Designer (digital art) |
| Equality and Diversity | **Beegu**  To be welcoming | **This is our house**  To understand what discrimination is | **We’re all wonders**  To understand what a bystander is | XXXXXXX  To recognise and help an outsider | **Planet Omar**  What is life like in Britain today | **The truth about old people**  To understand what a bystander is |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 4** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  People - The family of God in scripture  **Baptism/Confirmation – belonging**  Called – Confirmation – a call to witness | **Other Faiths – Hinduism**  Holy Books – Vedas and Bhagavad-Gita  **Advent/Christmas – loving**  Gift – God’s gift of love and friendship in Jesus | **Local Church – community**  Community – life in local Christian community – ministries in the parish **Eucharist – relating**  Giving and receiving – Living in communion | **Other Faiths – Judaism**  Holy Books – The Torah  **Lent/Easter – giving**  Self Discipline – celebrating growth to new life. | **Pentecost – serving**  New life – To hear and live the Easter message | **Reconciliation – Inter-relating**  Building bridges – admitting wrong and being reconciled with God.  **Universal Church – World**  **Common good**  **God’s People –** Different saints to show people what God is like. |
| Journey in Love | To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God’s love accepts us as we are now and as we change. | | | | | |
|  | Social and Emotional  To describe how we all should be accepted and respected | | Physical  To describe how we should treat others making links with the diverse modern society we live in | | Spiritual  To celebrate the uniqueness and innate beauty of each of us | |
| PSHE -Jigsaw | **Being Me in My World**  Being part of a class team  Being a school citizen  Rights, responsibilities and democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour | **Celebrating Difference**  Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and unique everyone is  First impressions | **Dreams and Goals**  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes | **Healthy Me**  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength | **Relationships**  Piece 1 - Dealing with jealousy  Piece 2 - Loss of something or someone  Piece 3 -Memories  Piece 4 - Getting on and falling out  Piece 6 - Celebrating relationships with people and animals | **Changing Me**  Piece 5 - Environmental change  Piece 6 -Preparing for transition |
| Science | States of matter | Electricity | Animals including humans | Animals including humans | All Living things | Sound |
| PE | Cricket | Dance Theme: Water | Handball | Athletics \*Sports Day Events Practice | Gymnastics | Gymnastics |
| Computing | My Online Life (online safety) | Wizard School (digital books) | Real or Fake (fake news) | Hour of code (Coding to animate) | Dinosaurs (green screen/ scripts/ filming techniques) | Minecraft Challenges (Coding/programming) |
| Equality and Diversity | **Aalfred and Aalbert**  To find common ground | **Along came a different**  To help someone accept difference | **When Sadness comes to call**  To look after my mental health | **Dogs don’t do ballet**  To choose when to be assertive | **Julian is a mermaid**  To show acceptance | **Red: A Crayons Story**  To be proud of who I am |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 5 (Cycle A)** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – family**  Ourselves – Created in the likeness of God  **Baptism/Confirmation – belonging**  Life Choices – Marriage, commitment and service | **Other Faiths – Hinduism** Beliefs/ Festivals – Belief in one God.  **Advent/Christmas – loving**  Hope – waiting in joyful hope for Jesus. | **Local Church – community**  Mission – Continuing Jesus’ mission in diocese  **Eucharist – relating**  Memorial Sacrifice – The Eucharist the living memorial of Jesus’ sacrifice. | **Other Faiths – Judaism**  Beliefs and festivals, Pesach  **Lent/Easter – giving**  Sacrifice – Lent a time of aligning with the sacrifice already made by Jesus. | **Pentecost – serving** Transformation – Celebration of the Spirit’s transforming power. | **Reconciliation – Inter-relating**  Freedom and Responsibility – Commandments enable Christians to be free and responsible.  **Universal Church – World**  **Common good**  Stewardship – The church is called to the stewardship of creation. |
| Journey in Love | Show a knowledge and understanding of how we grow in awareness of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom etc... and grow further in recognising God’s presence in our daily lives. | | | | | |
|  | Social and emotional  To show knowledge and understanding of emotional relationship changes as we grow and develop | | Physical  To show knowledge and understanding of the physical changes in puberty. | | Spiritual  To celebrate the joy of growing physically and spiritually. | |
| PSHE -Jigsaw | **Being Me in My World**  Planning the forthcoming year  Being a citizen  Rights and responsibilities Rewards and consequences  How behaviour affects groups  Democracy, having a voice, participating | **Celebrating Difference**  Cultural differences and how they can cause conflict  Racism Rumours and name-calling  Types of bullying Material wealth and happiness  Enjoying and respecting other cultures | **Dreams and Goals**  Future dreams  The importance of money  Jobs and careers  Dream job and how to get  there  Goals in different cultures  Supporting others (charity)  Motivation | **Healthy Me**  Smoking, including vaping Alcohol  Alcohol and anti-social behaviour  Emergency aid  Body image  Relationships with food Healthy choices Motivation and behaviour | **Relationships**  Piece 1 -Building self esteem  Piece 2 - Safety in online communities  Piece 3 - Pros and cons of online community  Piece 4 - Online gaming  Piece 5 - Screen time  Piece 6 - Recognise and resist pressures from online communities. | **Changing Me**  Piece 1 -Self- and body image  Piece 6 - Preparing for transition |
| Science | All living things | Earth and Space | Forces |  | Animals including humans | Properties and changes of materials |
| PE | Netball | Hockey | Gymnastics | Gymnastics | Dance Theme: WWII | Athletics \*Sports Day Events Practice |
| Computing | YouTubers (Vlogs) | Newsreporter (Podcasts) | Girls vs Boys Challenges (steam – computational problem solving) | Making AR Games (augmented reality) | My Online Life (online safety) | Music Composer (digital Music) |
| Equality and Diversity | **Kenny lives with Erica and Martina**  To consider consequences | **Mixed**  To consider responses to racist behaviour | **Rose Blanche**  To justify my actions | **How to heal a broken wing**  To recognise when someone needs help | **The girls**  To explain friendships | **And tango makes three**  To exchange dialogue and express an opinion |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |

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| **Year 6 (Cycle B)** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Come and See | **Domestic Church – Family**  Loving – God who never stops loving  **Baptism/Confirmation – belonging**  Life choices – Marriage  Commitment and Service | **Other Faiths – Hinduism**  Belonging/values – Karma  **Advent/Christmas – loving**  Expectations – Jesus was born to show God to the world. | **Local church – community**  Sources – The bible, the special book for the church  **Eucharist – relating**  Unity – Eucharist enables people to live in communion. | **Other Faiths – Judaism**  Belonging and values – Rosh Hashanah and Yom Kippur  **Lent/Easter – giving**  Death and new life – celebrating Jesus’ death and resurrection | **Pentecost – serving**  Witnesses – The holy spirit enables people to become witnesses. | **Reconciliation – Inter-relating**  Healing – the Sacrament of the Sick  **Universal Church – World**  **Common good**  Work of the worldwide Christian Family |
| Journey in Love | To develop a secure understanding of what stable, caring relationships are and the different kinds there may be. Focusing on Catholic teaching, children will also know and understand about the conception of a child within marriage. | | | | | |
|  | Social and Emotional  To develop a secure understanding that stable and caring relationships, which may be of different types, are at the heart of happy families | | Physical  Explain how human life is conceived | | Spiritual  Show an understanding of how being made in the image and likeness of God informs decisions and actions when building relationships with others including life-long relationships. | |
| PSHE -Jigsaw | **Being Me in My World**  Identifying goals for the year  Global citizenship  Children’s universal rights  Feeling welcome and valued  Choices, consequences and rewards  Group dynamics  Democracy, having a voice  Anti-social behaviour  Role-modelling | **Celebrating Difference**  Perceptions of normality Understanding disability  Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration  Empathy | **Dreams and Goals**  Personal learning goals, in and out of school  Success criteria  Emotions in success  Making a difference in the  world  Motivation  Recognising achievements  Compliment | **Healthy Me**  Taking personal responsibility  How substances affect the body  Exploitation, including ‘county lines’ and gang culture  Emotional and mental health  Managing stress | **Relationships**  Piece 1 - Understanding mental health  Piece 2 - Taking care on own mental health  Piece 3 -Love and loss (grief)  Piece 4 - Power and control  Piece 5 - Real of fake? Online safety  Piece 6 -Taking responsibility for personal safety online | **Changing Me**  Piece 1 – Self esteem  Piece 5 - Self-image and Body image  Piece 6 - Transition |
| Science | All living things | Evolution and inheritance |  | Electricity | Light | Animals including humans |
| PE | Tag Rugby | Dance Theme: Haka | Gymnastics | Gymnastics | Rounders | Athletics \*Sports Day Events Practice |
| Computing | My Online Life (online safety) | Solve IT Club (collaborating and creating online content) | Quiz show hosts (creating online quizzes) | Crossy Roads (Coding) | Online Safety Dilemmas (communicating online) | VR Worlds (virtual reality) |
| Equality and Diversity | **A day in the life of Marlon Bundo**  To consider democracy | **Leaf**  To overcome fear about difference | **King of the Sky**  To consider responses to immigration | **The Island**  To consider causes of racism | **The only way is Badger**  To consider language and freedom of speech | **Introducing Teddy**  To show acceptance |
| Further personal development opportunities | CAFOD visits/assemblies, Other faith visits/weeks, Online safety day, Mental health week, Themed Collective Worships, Black history month, Fair trade fortnight, Assemblies | | | | | |