

**Our children are receptive, inquisitive learners who, through our Gospel values, have a unique sense of the world**

**The PSHE Curriculum K&S at St Teresa’s Catholic Academy – Upper Key Stage 2**

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|   | Year 5 Created and loved by God Relationships Me, My body, My health Living in the wider world Health and well-being Emotional well-being   | Year 6  Created and loved by God Relationships Me, My body, My health Living in the wider world Health and well-being Emotional well-being   |
|   | SKILLS  | KNOWLEDGE  | SKILLS  | KNOWLEDGE  |
| Created and loved by God  | Feelings/ emotion starting school  | Know the rules, rights and responsibilities in our school and wider community.  | Feelings/ emotions starting school  | Know the impact of choices on immediate communities and globally. What it means to be attracted to someone and different kinds of loving relationships That people who love each other can be of any gender, ethnicity or faith  |
| Created and loved by God  | Setting up and running a charity event(Macmillan Coffee morning) | To recognise that everyone should be treated equally  | Setting rules and expectations  |  To build an environment where we feel, Safe Happy and successful.  |

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| Relationships  | Making friendships  | What makes a healthy friendship and how they make people feel included  | Unhealthy and healthy relationships – peer pressure  | Know ways to work with others to make the world a better place.  |
| Me, My body, My health  | Conflict resolution | Strategies to help someone feel included About peer influence and how it can make people feel or behave  | Forced marriage   | That people have the right to choose whom they marry or whether to get married That to force anyone into marriage is illegal How and where to report forced marriage or ask for help if they are worried  |
| Living in the wider world  | NSPCC – Pantsasaurus  | How it feels in a person’s mind and body when they are uncomfortable That it is never someone’s fault if they have experienced unacceptable contact  | Discuss issues respectfullyListening to and respecting other points of views  | How to discuss issues respectfully How to listen to and respect other points of view   |
| Health and well-being  | Physical contact and keeping safe  | How to respond to unwanted or unacceptable physical contact That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about Whom to tell if they are concerned about unwanted physical contact  | Online safety – personal safety discussions  | How to assess the risk of different online ‘challenges’ and ‘dares’ How to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable How to get advice and report concerns about personal safety, including online  |
| Emotional well-being | Physical contact and keeping safe  | To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations How to ask for, give and not give permission for physical contact  | Discuss issues respectfullyListening to and respecting other points of views.Understanding the meaning of deeper relationships. | What it means to be attracted to someone and explore loving relationships.  |

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