**Holy Cross Catholic Primary School**

**Key Concept of the Week PSHE**

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| Advent Term |
| Date | Theme | Key ConceptReception | Key ConceptKS1 | Key ConceptLKS2 | Key ConceptUKS2 |
| Week 1 23.08.21 |  |
| Week 230.08.21 | Creation | What are you good at? | H21. to recognise what makes them specialH22. to recognise the ways in which we are all unique H23. to identify what they are good at, what they like and dislike | H27. to recognise their individuality and personal qualities | H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth |
| Week 306.09.21 | Media Literacy | Why do we use mobile phones and computers? | L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life | L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information |
| Week 413.09.21 | BelongingCommunity | Why do we need to get on with others? | L4. about the different groups they belong toL5. about the different roles and responsibilities people have in their community | L6. about the different groups that make up their community; what living in a community means | L7. to value the different contributions that people and groups make to the community |
| Week 520.09.21 | British ValuesDemocracy | Why do we need to listen? | R24. how to listen to other people and play and work cooperatively25. how to talk about and share their opinions on things that matter to them | L7. to value the different contributions that people and groups make to the community | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their ownR34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with |
| Week 627.09.21 | InclusionFriendship | Why is it important to get on with other children? | R6. about how people make friends and what makes a good friendshipR7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positivelyR9. how to ask for help if a friendship is making them feel unhappy | R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships | R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely |
| Week 704.10.21 | The RosaryFamily | Why do we listen to our parents and teachers? | R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our livesR2. to identify the people who love and care for them and what they do to help them feel cared for | R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another | R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty |
| Week 811.10.21 | DiversityBlack History | Why are we sensitive to others needs and feelings? | R23. to recognise the ways in which they are the same and different to others | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background |
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| Week 925.10.21 | IndividualityFeelings | How might we feel when…… | H11. about different feelings that humans can experience H12. how to recognise and name different feelingsH16. about ways of sharing feelings; a range of words to describe feelings | H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings | H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations |
| Week 1001.11.21 | All Saints & All SoulsLosing someone we love. | Why do we sometimes behave differently? | H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better | H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement |
| Week 1108.11.21 | Remembrance British Values Week – RespectOther Faiths - Judaism | Why do we need to be kind to everyone? | R23. to recognise the ways in which they are the same and different to othersL6. to recognise the ways they are the same as, and different to, other people | L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities | L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced |
| Week 1215.11.19 | Anti-Bullying Week | Why are we kind to people?Why do we not hurt people? | R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things onlineR11. about how people may feel if they experience hurtful behaviour or bullyingR12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviourR20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support |
| Week 1322.11.21 | God’s KingdomRights and Responsibilities | How can we keep our school tidy and safe? | L2. how people and other living things have different needs; about the responsibilities of caring for themL3. about things they can do to help look after their environment | L3. about the relationship between rights and responsibilities | L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) |
| Week 1429.11.21 | HopeAspirations | What would you like to be when you are older? | L14. that everyone has different strengthsL15. that jobs help people to earn money to pay for things | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26. 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 | L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation |
| Week 1506.12.21 | Peace | Who would we talk to if we were worried or upset? | R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult | R21. about discrimination: what it means and how to challenge it |
| Week 1613.12.21 | Joy | What makes you happy? | H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) | H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing | H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools |
| Week 1720.12.21 |  |
| Lent Term |
| Date | Theme | Key ConceptReception | Key ConceptKS1 | Key ConceptLKS2 | Key ConceptUKS2 |
| Week 1803.01.22 | EpiphanyGift of our family | What is family? | R3. about different types of families including those that may be different to their ownR4. to identify common features of family life | R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) | R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apartR7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability |
| Week 1910.01.22 | Discipleship | How do I help my friends?  | L5. about the different roles and responsibilities people have in their community | L6. about the different groups that make up their community: what living in a community means | L7. To value the different contributions that people and groups make to the community |
| Week 2017.01.22 | Inspire | Can everyone do something inspirational? | L6. to recognise the ways they are the same as, and different to, other people | L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities | L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes |
| Week 2124.01.22 | ChallengeBritish ValuesRespect and Tolerance of other faiths | How would we treat someone who likes different things to us? | R23. to recognise the ways in which they are the same and different to others  | R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own |
| Week 2231.01.22 | CareChildren’s Mental Health | Children know some ways to manage their feelings and are beginning to use these to maintain control | H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it | H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others | H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult |
| Week 2307.02.22 | HealingSafer Internet Day | What are computers used for? | H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them | H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact |
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| Week 2421.02.22 | MercyFairtrade Fortnight | Where does our food come from? | L10. what money is; forms that money comes in; that money comes from different sourcesL13. that money needs to be looked after; different ways of doing this | L17. about the different ways to pay for things and the choices people have about this | L19. that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) |
| Week 2528.02.22 | Forgiveness | What should we do if someone upsets us? | R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous | R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online | R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |
| Week 2607.03.22 | Prayer | How can I show love through prayer?  | L2: how people and other living things have different needs; about the responsibilities of caring for them  | L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to share care and concern for others |
| Week 2714.03.22 | Fasting | How do I keep healthy?  | H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar | H3. about choices that support a healthy lifestyle, and recognise what might influence these | H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay |
| Week 2821.03.22 | Almsgiving(giving to others and helping those in need) | Why do we give to other people? | L2. how people and other living things have different needs; about the responsibilities of caring for them | L4. the importance of having compassion towards others | L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others |
| Week 2928.03.22 | Sacrifice | What will sacrifice for someone else? (what does it mean? E.g. giving up a toy when you’ve had your turn or sharing something you want, or giving your time. How can we think of others? | H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better | H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement |
| Week 3004.04.22 | JourneyBritish ValuesRule of Law | Why do we have rules? | L1. about what rules are, why they are needed, and why different rules are needed for different situations | L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws |
| Pentecost Term |
| Date | Theme | Key ConceptReception | Key ConceptKS1 | Key ConceptLKS2 | Key ConceptUKS2 |
| Week 3125.04.22 | Missionary Discipleship | What is the Good News of Jesus? | L5. about the different roles and responsibilities people have in their community | L7. to value the different contributions that people and groups make to the community |
| Week 3202.05.22 | Faith | What do we believe? | R23. to recognise the ways in which they are the same and different to others | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships |
| Week 3309.05.22 | Vocation | How can we follow Jesus’ footsteps? How can we be like Jesus? | L16. different jobs that people they know or people who work in the community do | L26. 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 | L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiationL31. 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) |
| Week 3416.05.22 | Witness | What should you do if you are worried about somebody else? | R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard | R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online) | R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this |
| Week 3523.05.22 | ExampleSocial Media | They show sensitivity to others’ needs and feelings | R14. that sometimes people may behave differently online, including by pretending to be someone they are notL9. that not all information seen online is true | R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concernsL15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images | R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not knowL16. 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 |
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| Week 3606.06.22 | Pentecost | Who helps us? (Emergency services) | H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)H36. how to get help in an emergency (how to dial 999 and what to say) | H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe | H43. about what is meant by first aid; basic techniques for dealing with common injuries² |
| Week 3713.06.22 | PeityBritish ValuesIndividual Liberty | How do we treat people who are different? | R22. about how to treat themselves and others with respect; how to be polite and courteous.R24. how to listen to other people and play and work cooperatively | R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. | R34. how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with |
| Week 3820.06.22 | Knowledge | What jobs do people have?  | L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs | L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomesL26. 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 | L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiationL31. 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) |
| Week 3927.06.22 | Understanding | What different feelings do we have? (emotions) | H14. how to recognise what others might be feelingH15. to recognise that not everyone feels the same at the same time, or feels the same about the same things | H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings | H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations **(Year 5)**H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools **(Year 6)** |
| Week 4004.07.22 | WisdomDecision making with money. | What do we spend our money on? ( needs and wants) | L11. that people make different choices about how to save and spend moneyL12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want | L20. to recognise that people make spending decisions based on priorities, needs and wants | L17. about the different ways to pay for things and the choices people have about this |