



| Advent Term        |  |  |  |  |   |
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| Date               | Theme  | Key Concept Reception                      | Key Concept KS1  | Key Concept LKS2   | Key Concept UKS2  |
| Week 1<br>26.08.24 |  |  |  |  |   |
| Week 2<br>02.09.24 | Welcome<br><b>Concentration</b>                    | What are you good at?                      | H21. to recognise what makes them special<br>H22. to recognise the ways in which we are all unique<br>H24. 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 3<br>09.09.24 | Encounter<br>Media Literacy<br><b>Perseverance</b> | 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<br>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<br>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<br>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information |
| Week 4<br>16.09.24 | Identity<br>Community<br><b>Independence</b>       | Why do we need to get on with others?      | L4. about the different groups they belong to<br>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   |



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| <p>Week 5<br/>23.09.24</p> | <p>Understanding<br/><b>Resilience</b><br/><br/>British Values –<br/>Democracy</p> | <p>Why do we need to listen?</p>                          | <p>R25. how to listen to other people and play and work cooperatively<br/>25. how to talk about and share their opinions on things that matter to them</p>   | <p>L7. to value the different contributions that people and groups make to the community</p>   | <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own<br/>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> |
| <p>Week 6<br/>30.09.24</p> | <p>Solidarity<br/><br/>Friendship<br/><br/><b>Imagination/<br/>Creativity</b></p>  | <p>Why is it important to get on with other children?</p> | <p>R6. about how people make friends and what makes a good friendship<br/>R7. about how to recognise when they or someone else feels lonely and what to do<br/>R8. simple strategies to resolve arguments between friends positively<br/>R9. how to ask for help if a friendship is making them feel unhappy</p> | <p>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</p> | <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>  |
| <p>Week 7<br/>07.10.24</p> | <p>Rosary<br/><br/><b>Integrity</b></p>  | <p>Why do we listen to our parents and teachers?</p>      | <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives<br/>R2. to identify the people who love and care for them and what they do to help them feel cared for</p>   | <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p>   | <p>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</p>   |
| <p>Week 8<br/>14.10.24</p> | <p>Poverty<br/><br/><b>Kindness</b></p>  | <p>Where does our food come from?</p>                     | <p>L10. what money is; forms that money comes in; that money comes from different sources</p>  | <p>L17. about the different ways to pay for things and the choices people have about this</p>  | <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>   |



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|                     |  |  | L13. that money needs to be looked after; different ways of doing this  |  |   |
| Week 9<br>28.10.24  | Compassion<br><br>Black History (October)<br><br><b>Enthusiasm</b>                             | Why are we sensitive to others needs and feelings?       | R24. 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   |   |
| Week 10<br>04.11.24 | Accompaniment<br><br>All Saints & All Souls<br>Losing someone we love.<br><br><b>Diligence</b> | 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  | H24. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement  |   |
| Week 11<br>11.11.24 | Remembrance<br><br>Anti-Bullying Week<br><br><b>Endurance</b>                                  | Why do we need to be kind to everyone?                   | R24. to recognise the ways in which they are the same and different to others<br>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  | L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced |
| Week 12<br>18.11.24 | Youth<br><br><b>Reasoning</b>  | Why are we kind to people?<br>Why do we not hurt people? | R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online<br>R11. about how people may feel if they experience hurtful behaviour or bullying<br>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 | R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br>R20. 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 |   |

**Holy Cross Catholic Primary School**  
**Key Concept of the Week RSHE/Character Muscles**



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| <p>Week 13<br/>25.11.24</p> | <p>Kingdom</p> <p>Rights and Responsibilities</p> <p>Co-operation/<br/>collaboration</p> | <p>How can we keep our school tidy and safe?</p>         | <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>                               | <p>L3. about the relationship between rights and responsibilities</p>   | <p>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)</p>                                   |
| <p>Week 14<br/>02.12.24</p> | <p>Hope</p> <p>Aspirations</p> <p>Encouragement</p>                                      | <p>What would you like to be when you are older?</p>     | <p>L14. that everyone has different strengths</p> <p>L15. that jobs help people to earn money to pay for things</p>  | <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>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</p> | <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> |
| <p>Week 15<br/>09.12.24</p> | <p>Peace</p> <p>Optimism</p>   | <p>Who would we talk to if we were worried or upset?</p> | <p>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</p> | <p>R21. about discrimination: what it means and how to challenge it</p>   |   |
| <p>Week 16<br/>16.12.24</p> | <p>Joy</p> <p>Confidence</p>   | <p>What makes you happy?</p>                             | <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>   | <p>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</p>  | <p>H25. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>  |



|                     |  |  |   | time with family and friends can support mental health and wellbeing  |  |
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| Lent Term           |  |  |   |   |  |
| Date                | Theme  | Key Concept Reception                            | Key Concept KS1   | Key Concept LKS2  | Key Concept UKS2   |
| Week 17<br>06.01.25 | Epiphany<br><br>Gift of our family<br><br><b>Courage &amp; Risk-Taking</b> | What is family?                                  | R3. about different types of families including those that may be different to their own<br>R4. 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 apart<br>R7. 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 18<br>13.01.25 | Baptism<br><br>Decision making with money.<br><br><b>Compassion</b>        | What do we spend our money on? (needs and wants) | L11. that people make different choices about how to save and spend money<br>L12. 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   |
| Week 19<br>20.01.25 | Discipleship<br><br><b>Teamwork</b>  | 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  |



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| Week 20<br>27.01.25 | Scripture<br><b>Self-control</b>                           | 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 21<br>03.02.25 | Humility<br><b>Patience</b>                                | How would we treat someone who likes different things to us?  | R24. 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 22<br>10.02.25 | Diversity<br>Children's Mental Health<br><b>Self-worth</b> | 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 23<br>24.02.25 | Belonging<br><b>Empathy</b>                                | What jobs do people have?   | L16. different jobs that people they know or people who work in the community do<br>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 outcomes<br>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 negotiation<br>L31. to identify the kind of job that they might like to do when they are older<br>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) |



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| <p>Week 24<br/>03.03.25</p> | <p>Temperance<br/><br/>Social Media<br/><br/><b>Temperance</b></p>  | <p>They show sensitivity to others' needs and feelings</p> | <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not<br/>L9. that not all information seen online is true</p>   | <p>R24. 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 concerns<br/>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> | <p>R25. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know<br/>L16. 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</p> |
| <p>Week 25<br/>10.03.25</p> | <p>Prayer<br/><br/><b>Gratitude</b><br/><br/>British Values Week – Respect &amp; Tolerance of Other Faiths – Hinduism</p> | <p>What are computers used for?</p>                        | <p>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</p> | <p>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</p>    |   |
| <p>Week 26<br/>17.03.25</p> | <p>Fasting<br/><br/><b>Questioning</b></p>  | <p>How do I keep healthy?</p>                              | <p>H1. about what keeping healthy means; different ways to keep healthy<br/>H2. about foods that support good health and the risks of eating too much sugar</p>  | <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>   | <p>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</p>   |
| <p>Week 27<br/>24.03.25</p> | <p>Almsgiving</p>   | <p>Why do we give to other people?</p>                     | <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>  | <p>L4. the importance of having compassion towards others</p>   | <p>L4. the importance of having compassion towards others; shared responsibilities we all have</p>  |

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Key Concept of the Week RSHE/**Character Muscles**



|                     | (giving to others and helping those in need)                       |  |   |  | for caring for other people and living things; how to show care and concern for others  |
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|                     | <b>Revising/Improving</b>  |  |   |  |   |
| Week 28<br>31.03.25 | Sacrifice<br><b>Problem solving</b>                                | 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  | H24. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement                                    |   |
| Week 29<br>07.04.25 | Journey<br><br>British Values<br>Rule of Law<br><br><b>Loyalty</b> | 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 Concept Reception  | Key Concept KS1   | Key Concept LKS2   | Key Concept UKS2  |
| Week 30<br>28.04.25 | Mercy<br><b>Mercy</b>  | How might we feel when.....  | H11. about different feelings that humans can experience<br>H12. how to recognise and name different feelings<br>H16. 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<br>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;<br>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage |





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|                     |                                      |   |  |  | and respond to feelings appropriately and proportionately in different situations   |
| Week 31<br>05.05.25 | Faith<br><b>Curiosity</b>            | What do we believe?   | R24. 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 32<br>12.05.25 | Vocation<br><b>Fortitude/courage</b> | 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 negotiation<br>L31. to identify the kind of job that they might like to do when they are older<br>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)  |
| Week 33<br>19.05.25 | Witness<br><b>Humility</b>           | 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 34<br>02.06.25 | Communication<br><br><b>Prudence</b>                       | Who helps us?<br>(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)<br>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 injuries <sup>2</sup>   |
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| Week 35<br>9.06.25  | Pentecost<br><br><b>Integrity</b>                          | 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 36<br>16.06.25 | Trinity<br><br>Awe and Wonder<br><br><b>Charity (love)</b> | What different feelings do we have? (emotions) | H14. how to recognise what others might be feeling<br>H15. 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<br>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 <b>(Year 5)</b><br>H25. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools <b>(Year 6)</b> |
| Week 37<br>23.06.25 | Eucharist<br><br><b>Managing impulsivity</b>               | 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   |   |



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| <p>Week 38<br/>30.06.25</p> | <p>Missionary<br/>Discipleship</p> <p>British Values<br/>Individual Liberty</p> <p><b>Making links</b></p> | <p>How do we treat people<br/>who are different?</p> | <p>R22. about how to treat themselves<br/>and others with respect; how to be<br/>polite and courteous.<br/>R25. how to listen to other people and<br/>play and work cooperatively</p> | <p>R33. to listen and respond<br/>respectfully to a wide<br/>range of people, including<br/>those<br/>whose traditions, beliefs<br/>and lifestyle are different<br/>to their own.</p> | <p>R34. how to discuss and<br/>debate topical issues,<br/>respect other people's point<br/>of<br/>view and constructively<br/>challenge those they<br/>disagree with</p> |
| <p>Week 39<br/>07.07.25</p> | <p>Support</p>   |  |   |   |  |