



# Holy Family Catholic Primary School – Personal Development Topic Overviews

(Relationships Education, Relationships and Sex Education (RSE) and Health Education)



## EYFS – Nursery and Reception

| Making Friends<br>Understanding<br>routines   | Decision making<br>Turn taking   | Respecting each<br>other<br>Compromise<br>Negotiation   | Disappointment and<br>losing<br>Empathy for others  | Showing care for<br>animals  | Getting ready for<br>change<br>(N-R/R-Y1)   |
|---|--|---|---|--|---|
| Nursery   |  |   |   |  |   |
| <p>Begin to follow the Nursery rules and routines with support</p> <p>Learn to share resources with others</p> <p>Become more confident with unfamiliar people</p> <p>Begin to play with one other child and a new friend</p> <p>Begin to accept praise for things they have done</p> | <p>Begin to develop decision making select and use some of their own resources</p> <p>Show more confidence in new situations e.g. performing in the Christmas performance</p> <p>Begin to extend play ideas and decision making when playing with another child</p> <p>Begin to develop an awareness of taking turns with a friend</p> | <p>Begin to join others in their play, beginning to demonstrate respect for others</p> <p>Begin to show an understanding negotiation and of how to solve conflicts with support</p> <p>Use talk to solve conflicts</p> <p>Show greater independence in selecting own resources and activities, including compromise between others, if needed</p> | <p>Continue to develop their independence in selecting their resources and activities</p> <p>Begin to accept responsibility for carrying out tasks in the setting</p> <p>Develop appropriate ways of showing empathy</p> <p>Participating in circle and group games, with emphasis on losing – how do we feel? What is disappointment?</p> <p>Engaging in activities aimed at working alongside others – developing empathy for others – how would they feel?</p> | <p>Increasingly follow the rules and understand why they are important</p> <p>Begin to play with more than one child</p> <p>Extend own play ideas</p> <p>Talk about and recognise simple ways to help look after their pets.</p> | <p>Play in a group extending play ideas</p> <p>Remember the rules without an adult needing to remind them</p> <p>Show an understanding of how others are feeling</p> <p>Recognise simple emotions relating to change and moving on – excited, scared, happy</p> <p>Talk about how they feel about starting Reception.</p> |



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| EYFS – Nursery and Reception   |   |   |  |   |   |
|--|---|---|--|---|---|
| Making Friends<br>Understanding routines   | Decision making<br>Turn taking  | Respecting each other<br>Compromise<br>Negotiation  | Disappointment and losing<br>Empathy for others  | Showing care for animals  | Getting ready for change<br>(N-R/R-Y1)  |
| Reception  |   |   |  |   |   |
| <p>Begin to follow Reception rules and routines</p> <p>Learn to share resources with others showing understanding of sharing</p> <p>Begin to take turns with occasional adult support</p> <p>Join in a growing range of activities with new friends</p> <p>Interact with a circle of friends</p> | <p>Develop decision making further and more concisely in their independent play</p> <p>Build constructive and respectful relationships: sharing, taking turns and cooperating with friends and other peers during independent play.</p> | <p>Show respect for others.</p> <p>Show an understanding negotiation and of how to solve conflicts with increasing independence</p> <p>Compromise and negotiate on a regular basis.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing</p> <p>Show resilience and perseverance in the face of challenge - develop problem-solving skills by talking through how they, you and others resolved a problem or difficulty.</p> | <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Recognise simple ways to help look after their pets.</p> <p>Show empathy to animals – looking after animals – RSPCA and other animal charities</p> | <p>Recognise simple emotions relating to change and moving on – excited, scared, happy, worried, shy,</p> <p>Talk about how they feel about starting Year 1</p> <p>Share their thoughts with others</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> |



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## Cycle B – Key Stage 1 – Years 1 and 2

| Safe Relationships  | Physical and Mental Wellbeing  | Media Literacy and Digital Resilience  | Keeping Safe   | Y1 - We Meet God's love in our Family   | Y2 - We Meet God's love in the community   | Money and Work  |
|---|--|--|--|---|--|---|
| <p>how to recognise hurtful behaviour, including online, the characteristics of a good friendship</p> <p>how friendships should make them feel and identify negative feelings</p> <p>how to manage ups and downs of friendships</p> <p>what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>about what bullying is and different types of bullying</p> <p>how someone may feel if they are being bullied and the impact this has on mental wellbeing</p> <p>about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get</p> | <p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy and can affect mood</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of, and routines for, brushing teeth and visiting the dentist</p> <p>about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others, remembering isolation</p> | <p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>to recognise the purpose and value of the internet in everyday life</p> <p>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>that information online might not always be true</p> <p>limiting time spent on screens as this will contribute to more positive mental and physical wellbeing</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> | <p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>how to help keep themselves safe in familiar and unfamiliar environments, such as in school and 'out and about'</p> <p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how</p> | <p>Who is in my family? Explore different types of families and recognise ways in which they are similar.</p> <p>To know that all babies are different and how they change as they grow.</p> <p>What are the happiest and saddest times as a family?</p> <p>How do families show love in these times?</p> <p>Why do we need to grow up in families?</p> <p>How would your life be different without a family? What would you miss?</p> <p>How were we born into God's family?</p> | <p>Which communities do you belong to?</p> <p>How do you belong to these communities?</p> <p>Why is it important to belong to a community?</p> <p>What do we give and receive to the community we belong to?</p> <p>How does a community help us to develop our feelings and emotions?</p> <p>Are we always happy in our community, or are we sometimes upset?</p> <p>Could people feel alone even though they belong to a community?</p> <p>What are the advantages of being on your own? What would you miss out on?</p> | <p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p> |



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| <p>help</p> <p>how to resist pressure to do something that feels uncomfortable or unsafe</p> <p>how to ask for help if they feel unsafe or worried and what vocabulary to use</p> | <p>and loneliness can affect mental wellbeing</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings and know that there is help available to them</p> | <p>where and how to report concerns and get support with issues online</p> | <p>people feel</p> <p>how to respond if there is an accident and someone is hurt</p> <p>about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p> |  | <p>As children of God how should we treat each other?</p> |  |
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# Holy Family Catholic Primary School – Personal Development Topic Overviews

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## Cycle B – Lower Key Stage 2 – Years 3 and 4

| Safe Relationships  | Physical and Mental Wellbeing  | Media Literacy and Digital Resilience  | Keeping Safe  | Y3 - How We Live in Love   | Y4 - God Loves us in our Differences  | Money and Work   |
|---|--|--|---|--|---|--|
| <p>to differentiate between playful teasing, behaviour and bullying, including online</p> <p>how to respond if they witness or experience hurtful behaviour or bullying, including online</p> <p>recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <p>how to manage pressures associated with dares</p> <p>when it is right to keep or break a confidence or share a secret</p> <p>how to recognise risks online such as harmful content or contact</p> <p>how people may behave differently online including</p> | <p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>to identify the importance of good sleep and how this can affect mood, concentration and ability to learn</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>the importance of regular visits to the dentist and the effects of different foods, drinks and substances</p> | <p>To know how the internet can be used positively for leisure, for school and for work</p> <p>To know that everything shared online has a digital footprint</p> <p>to recognise what online adverts look like</p> <p>why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p>to make safe, reliable choices from search results</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or</p> | <p>the importance of taking medicines correctly and using household products safely</p> <p>to recognise what is meant by a 'drug'</p> <p>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break</p> <p>how to ask for help or advice</p> | <p>Who takes care of me?</p> <p>How do I look after myself? E.g. safety crossing the road, healthy eating</p> <p>How am I changing?</p> <p>How do I keep myself safe?</p> <p>How do I help others to make and keep friends?</p> <p>How do I take care of others?</p> <p>How do you feel when a friend is not there for you?</p> <p>How do your friends feel when you are not there for them?</p> <p>How can you be a more supportive friend?</p> <p>Can you recognise the difference between being alone and being lonely?</p> | <p>To know that all pupils grow and develop at different rates</p> <p>To name the different male and female body parts and introduce their various functions</p> <p>Identify the development of the baby in the womb</p> <p>How do I learn to accept and celebrate who I am?</p> <p>How do I accept the difference in others?</p> <p>How do I deal with differences and manage the conflicts that arise?</p> <p>How do I appreciate my own gifts, talents and all that makes me unique?</p> <p>How do I appreciate others and the gifts they have been given?</p> <p>How do I deal with the natural, negative</p> | <p>How to pay for things including cash, cheques, bank cards and online, and the best method for different situations</p> <p>How to use a bank account</p> <p>How to start raising money for charity</p> <p>The links between jobs and money, and about how choices affect future goals</p> <p>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p> |



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| <p>pretending to be someone they are not</p> <p>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p> <p>about the effects and consequences of bullying for the people involved</p> | <p>on dental health</p> | <p>inappropriate communication</p> | <p>how to be safe in the sun</p> <p>to understand about personal hygiene, the importance of washing hands and how to respect their own bodies</p> | <p>To recognise the need for personal privacy e.g. personal space</p> <p>How can I forgive and include others as Jesus did?</p> | <p>emotions that present themselves?</p> <p>Can I identify and name my feelings?</p> <p>Do I know and understand what these feelings are?</p> <p>How do I deal with what I feel and can I analyse my feelings and actions?</p> |  |
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# Holy Family Catholic Primary School – Personal Development Topic Overviews

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## Cycle B – Upper Key Stage 2 – Years 5 and 6

| Respecting ourselves and others  | Physical Health and Mental Wellbeing   | Belonging to a Community  | Keeping Safe  | Y5 - God loves me in my changing body and development   | Y6 - The Wonder of God's Love in Creating New Life  | Money and Work  |
|--|--|---|---|---|---|---|
| <p>to compare the features of a healthy and unhealthy friendship</p> <p>about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</p> <p>strategies to respond to pressure from friends including online</p> <p>how to assess the risk of different online 'challenges' and 'dares'</p> <p>how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p>how to get advice and report concerns about personal safety, including online</p> | <p>that mental health is just as important as physical health and that both need looking after</p> <p>to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p>how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</p> <p>positive strategies for managing feelings</p> <p>that there are situations when someone may experience mixed or conflicting feelings</p> <p>how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</p> <p>to recognise that if someone experiences</p> | <p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination</p> <p>strategies to safely respond to and challenge discrimination</p> <p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p> | <p>how to protect personal information online</p> <p>to identify potential risks of personal information being misused</p> <p>strategies for dealing with requests for personal information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> | <p>Identify and celebrate the ways I have changed since birth</p> <p>Discuss the external and internal changes which happen to boys and girls during puberty</p> <p>Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability to become a mother or father.</p> <p>The purposes of the menstrual cycle is to prepare the female body for reproduction</p> <p>Recognise behaviour changes as we grow up.</p> <p>Expectations are different and often dependent on our experiences, and treatment by others</p> | <p>Explain how human life is conceived</p> <p>Look at the illustrations of the organs of the human body including male and female reproductive organs</p> <p>Understand how a child grows within the mother's womb</p> <p>Love is caring and sharing with another person. We can love many people. However, two people can be drawn to a love that at its deeper level become more and more exclusive. Intimacies are shared with the loved one and not with others.</p> <p>There is a need for a basis of love, which is not only one dimensional, such as, a common interest in music, sexual attraction, a shared interest in sport. A</p> | <p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how</p> |



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|  |  |  |  |   |  |  |
|--|--|--|--|---|--|--|
| <p>about the link between values and behaviour and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussions online and manage conflict or disagreements</p> | <p>feelings that are not so good (most or all of the time) – help and support is available</p> <p>identify where they and others can ask for help and support with mental wellbeing in and outside school</p> <p>the importance of asking for support from a trusted adult</p> <p>about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>how balancing time online with other activities helps to maintain their health and</p> |  | <p>how to report the misuse of personal information or sharing of upsetting content/images online</p> <p>about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions about what to watch, use or play</p> <p>about the risks and effects of different drugs</p> <p>about the laws relating to drugs common to everyday life and illegal drugs</p> <p>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>about the organisations where people can get help and support concerning drug use</p> <p>how to ask for help if</p> | <p>and our view of the world in which we live.</p> <p>Reflect on ways to become more sensitive to the emotional development of oneself and others</p> | <p>basis for love needs to grow and develop, so that the two people are more and more generous is their shared love.</p> <p>The relationship requires time to mature and develop and ultimately people may decide to get married. Without love, relationships will fail because living with another human being means that they will find out exactly what you are like, what kind of person you are.</p> <p>It comes back to the kind of person you are and what qualities you bring to that relationship.</p> <p>Recognise and compile a list of the signs of love expressed in those around us</p> <p>Reflect on the different degrees of friendship that exist</p> <p>Understand that God causes new life to begin through the love that parents have for each other</p> | <p>these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p> |
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|--|--|--|--|--|--|--|
|  | <p>wellbeing</p> <p>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>what to do and whom to tell if they are frightened or worried about something they have seen online</p> |  | <p>they have concerns about drug use</p> <p>about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p> |  | <p>Celebrate God's creative love in creating us as his children and recognise that we grow as human beings to the extent we give and receive love. The on-going understanding of marriage is living out love.</p> <p>As Christians, we can appreciate the sheer wonder of the sexual act. God created the incredible natural process by which husband and wife bring new life into the world. The Church celebrates all this in the Sacrament of Marriage.</p> |  |
|--|--|--|--|--|--|--|