

St Lukes C of E primary school  
PSHE and RSE schemes of work  
Opening eyes, hearts and minds.

### What we want our children to gain from PSHE and RSE

- To have good mental health and develop strategies to support themselves in their own mental well-being.
- To know how to form healthy relationships and recognise when a relationship is not healthy.
- To develop a positive self-esteem and recognise the contributions they make to the immediate society of school and elsewhere.
- To demonstrate and recognise British values.
- To develop and model good character education.
- To be able to flourish as human beings, achieve their potential and live meaningfully and harmoniously in communities with others.
- To be equipped for adult life.
- To be able to make a positive contribution to society.

### What we want to learn about in PSHE Key stage 1

St Lukes follows a scheme of character virtues as laid out by the Jubilee centre, as well as those virtues outlined by the Diocese for Church schools.

# AUTUMN TERM - AN OVERVIEW



	CARING	HELPFULNESS	COOPERATION	COURAGE	NATIONAL KINDNESS WEEK	REFLECTION
RECEPTION	Caring Hands <i>Session A</i>	Who helps you? <i>Session A</i>	Working together to help <i>Little Red Hen</i>	Trying new things <i>Session A</i>	The alphabet of kindness	Virtue shields
	Caring Hands <i>Session B</i>	Who helps you? <i>Session B</i>	<i>The Biggest Snowman</i>	Trying new things <i>Session B</i>		
YEAR 1	Caring for ourselves: eyes	Who do you help? <i>Session A</i>	Many hands make light work: learning about cooperation through stories	Coming to school <i>Session A</i>	The book of kindness	Virtue shields
	Caring for ourselves: ears	Who do you help? <i>Session B</i>	Working together to achieve a challenging task	Coming to school <i>Session B</i>		
YEAR 2	Caring for others and family <i>Session A</i>	People who help us <i>Session A</i>	Practising conflict resolution through role play	Saying hello to new people <i>Session A</i>	The cup of kindness	Virtue shields
	Caring for others and family <i>Session B</i>	People who help us <i>Session B</i>	Encouraging one another	Saying hello to new people <i>Session B</i>		



# SPRING TERM - AN OVERVIEW

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	CLEANLINESS	FAIRNESS	FRIENDLINESS	SERVICE PROJECT	PATIENCE	RESPECT	REFLECTION
RECEPTION	Let's wash our hands	It's not fair/fair shares <i>Session A</i>	Saying 'hello' to people in your classroom <i>Session A</i>	Growing in the community <i>Session A</i>	Patience in my class	Showing respect in the classroom <i>Session A</i>	Virtue shields
	Cleaning up our toys	It's not fair/fair shares <i>Session B</i>	Saying 'hello' to people in your classroom <i>Session B</i>	Growing in the community <i>Session B</i>	The paws of patience	Showing respect in the classroom <i>Session B</i>	
YEAR 1	Cleanliness and orderliness <i>Session A</i>	Fair shares for others <i>Session A</i>	Practise making a new friend <i>Session A</i>	Growing in the community <i>Session A</i>	The pencil of patience	How does the ugly duckling feel?	Virtue shields
	Cleanliness and orderliness <i>Session B</i>	Fair shares for others <i>Session B</i>	Practise making a new friend <i>Session B</i>	Growing in the community <i>Session B</i>	Patient partners	Making the ugly duckling feel welcome	
YEAR 2	Food hygiene <i>Session A</i>	Fair shares for others <i>Session A</i>	Practise introductions and asking questions <i>Session A</i>	Growing in the community <i>Session A</i>	Busy adults	Classroom rules that help us show respect	Virtue shields or Aristotle's bottles
	Food hygiene <i>Session B</i>	Fair shares for others <i>Session B</i>	Practise introductions and asking questions <i>Session B</i>	Growing in the community <i>Session B</i>	Games that encourage patience	Playground rules that help us show respect	

# SUMMER TERM – AN OVERVIEW



	COURTESY	FORGIVENESS	DETERMINATION	SELF-DISCIPLINE	GRATITUDE	HONESTY	REFLECTION
RECEPTION	Good manners	Saying sorry	The strength of a superhero!	Sitting still	Picture journals <i>Session A</i>	Telling the truth <i>Session A</i>	Virtue shields
	Careful listening	Forgiving words	Goal!	Speaking and listening	Picture journals <i>Session B</i>	Telling the truth <i>Session B</i>	
YEAR 1	Courtesy at the lunch table: hungry tummy	Oops! I made a mistake!	You can do it!	What is anger	Thank you cards: writing	Not stealing	Virtue shields
	Courtesy in the playground	Help me to forgive	Reach for the stars	Controlling our feelings	Thank you cards: designing	Not cheating	
YEAR 2	<i>Aesop's Fable</i>	I beg your pardon	Dream on	Active listening <i>Session A</i>	A visit from a school staff member	Telling the whole truth <i>Session A</i>	Virtue shields or Aristotle's bottles
	Courtesy in the classroom	Mending a friendship	Aim high	Active listening <i>Session B</i>	Thanking the classroom visitor	Telling the whole truth <i>Session B</i>	

## What we want to learn in PSHE:Key stage two

### Autumn

<b>YEAR 3</b>	Caring for our School <i>Session A</i>	People who need our help <i>Session A</i>	Bury the hatchet!	Learning from mistakes <i>Session A</i>	Secret agents of kindness	Aristotle's bottles
	Caring for our School <i>Session B</i>	People who need our help <i>Session B</i>	Strengths and needs	Learning from mistakes <i>Session B</i>		
<b>YEAR 4</b>	Caring for our Environment <i>Session A</i>	Helpfulness in your class <i>Session A</i>	Team building skills: the human knot <i>Session A</i>	Sports day <i>Session A</i>	Kindness Acrostics	Aristotle's bottles
	Caring for our Environment <i>Session B</i>	Helpfulness in your class <i>Session B</i>	Team building skills: the human knot <i>Session B</i>	Sports day <i>Session B</i>		
<b>YEAR 5</b>	Caring for our community: understanding dementia <i>Session A</i>	Helpfulness in your family <i>Session A</i>	Understanding Aesop's Tale: The Bundle of Sticks <i>Session A</i>	Facing our fears <i>Session A</i>	Cruel to be kind	Aristotle's bottles
	Caring for our community: understanding dementia <i>Session B</i>	Helpfulness in your family <i>Session B</i>	Understanding Aesop's Tale: The Bundle of Sticks <i>Session B</i>	Facing our fears <i>Session B</i>		
<b>YEAR 6</b>	Caring for our world: who owns the sky?	How would you help? <i>Session A</i>	Coaching younger children: hula-hoop help <i>Session A</i>	Heroes <i>The Knightly Virtues</i>	What would a kind school look like?	<i>Knightly Virtues journal</i>
	Caring for our world: sustainability posters	How would you help? <i>Session B</i>	Coaching younger children: hula-hoop help <i>Session B</i>			



## Spring

<b>YEAR 3</b>	Looking after your teeth	Two sides to every story <i>Session A</i>	What do our friends need from us? <i>Session A</i>	Fundraising for a local charity <i>Session A</i>	Patient hands	Showing respect whilst out and about	Virtue shields or Aristotle's bottles
	Cleaning our teeth	Two sides to every story <i>Session B</i>	What do our friends need from us? <i>Session B</i>	Fundraising for a local charity <i>Session B</i>	Brain, board, book, buddy, boss	Showing respect at home	
<b>YEAR 4</b>	Clean words <i>Session A</i>	School rules <i>Session A</i>	Flexible friends <i>Session A</i>	Fundraising for a local charity <i>Session A</i>	A patient survivor	Powerful respect <i>Session A</i>	Reflection Writing
	Clean words <i>Session B</i>	School rules <i>Session B</i>	Flexible friends <i>Session B</i>	Fundraising for a local charity <i>Session B</i>	Games that develop patience	Powerful respect <i>Session B</i>	
<b>YEAR 5</b>	No smoking <i>Session A</i>	Seeing another point of view <i>Session A</i>	What are my friends interested in? <i>Session A</i>	Keeping company in the community <i>Session A</i>	Patient snowflakes <i>Session A</i>	Tricky discussion questions	Reflection Writing
	No smoking <i>Session B</i>	Seeing another point of view <i>Session B</i>	What are my friends interested in? <i>Session B</i>	Keeping company in the community <i>Session B</i>	Patient snowflakes <i>Session B</i>	Similarities and differences	
<b>YEAR 6</b>	Clean up your act	Justice <i>Session A</i>	Developing friendships that last <i>Session A</i>	Keeping company in the community <i>Session A</i>	Let me teach you! <i>Session A</i>	Human rights <i>Session A</i>	Reflection Writing
	Spring clean for your mind	Justice <i>Session B</i>	Developing friendships that last <i>Session B</i>	Keeping company in the community <i>Session B</i>	Let me teach you! <i>Session B</i>	Human rights <i>Session B</i>	

## Summer

YEAR 3	Courtesy to others: school visitors <i>Session A</i>	Why should I forgive?	If at first you don't succeed/ I'm a believer	A bubbly challenge! <i>Session A</i>	A visit from a school staff member	Scenarios	Virtue shields or Aristotle's bottles
	Courtesy to others: school visitors <i>Session B</i>	Please forgive me		A bubbly challenge! <i>Session B</i>	Thanking the classroom visitor	Honesty role play	Reflection Writing
YEAR 4	Courtesy on school trips: out and about	Feelings of forgiveness	Never give up!	Can you wait? <i>Session A</i>	A visit from the school cook	Being honest with yourself <i>Session A</i>	Aristotle's bottles
	Courtesy to our neighbours: <i>The Good Samaritan</i>	Forgiving myself	What an example!	Can you wait? <i>Session B</i>	Writing a class thank you letter	Being honest with yourself <i>Session B</i>	Reflection Writing
YEAR 5	A courteous debate: round one	Positive role models	People who inspire us <i>Session A</i>	Knowing the limits <i>Session A</i>	Where did that come from? <i>Session A</i>	Being tactful <i>Session A</i>	Aristotle's bottles
	A courteous debate: round two		People who inspire us <i>Session B</i>	Knowing the limits <i>Session B</i>	Where did that come from? <i>Session B</i>	Being tactful <i>Session B</i>	Reflection Writing
YEAR 6	<i>The Knightly Virtues</i> <i>Session A</i>	Solving conflicts fairly	Soldiering on	e-safety: cyber bullying	Reflecting on gratitude <i>Session A</i>	<i>The Knightly Virtues: El Cid</i> <i>Session A</i>	Aristotle's bottles
	<i>The Knightly Virtues</i> <i>Session B</i>	Problem solving: solution focused approach	Achieve your potential	e-safety: being SMART online!	Reflecting on gratitude <i>Session B</i>	<i>The Knightly Virtues: El Cid</i> <i>Session B</i>	Reflection Writing



What we want to learn about in RSE

**By the end of primary school:**

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li></ul>
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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<p><b>Caring friendships</b></p>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• 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.</li><li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• the conventions of courtesy and manners.</li><li>• the importance of self-respect and how this links to their own happiness.</li><li>• 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.</li></ul>
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	<ul style="list-style-type: none"><li>• 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.</li><li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>• 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.</li><li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li></ul>

**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 e.g. family, school and/or other sources.



## How we want to learn.

- In key stage one teachers will develop RSE through cross curricular activities. However in year 2 the teachers can use the 'living and Growing' DVD.
  - In year 2 (unit 1: programme 1 and 2)
- In key stage two the teachers will use 'Living and Growing' DVD and ideas to support the progression of RSE.
  - In year 3 (unit 1: programme 3)
  - In year 4 (unit 1: programme 3 and unit 2: programme 4)
  - In year 5 (unit 2: programme 4,5 and 6)
  - In year 6 (unit 2: programme 4, 5 and 6 and unit 3 : programme 7 and 8)
- The children will be encouraged to always use appropriate vocabulary when talking about RSE activities. The correct science vocabulary will be used when discussing body parts throughout the school
- Children will be encouraged to ask questions in a safe and comfortable environment eg in class a question box is available so children can ask questions without having to do so in the classroom environment.
- Girls and boys will be taught together.
- All aspects of puberty will be revisited yearly from year 3 upwards.
- Some aspects of RSE will be team taught.

