

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

RSE Curriculum

Theme 1: Created and Loved by God

	EYFS & KS1		KS2	
	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	School Links (A Journey in Love Programme/ Values Curriculum and Science)	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	School Links (A Journey in Love Programme/ Values Curriculum and Science)
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.1.1.1. Respectful of their own bodies and character</p> <p>1.1.1.2. Appreciative for blessings</p> <p>1.1.1.3. Grateful to others and to God</p> <p>1.1.1.4. Patient when they do not always get what they want</p>	<p>Focus on the wonders of God's creation</p> <p>See their special place as part of the wonder of God's creation and link to psalm 139:13 (FS1)</p> <p>Being part of a community and the responsibilities this brings (Y2)</p> <p>Ongoing Values Curriculum and RE Come & See</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.1.1.1. Respectful of their own bodies, character and giftedness</p> <p>2.1.1.2. Appreciative for blessings</p> <p>2.1.1.3. Grateful to others and to God</p> <p>2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods</p> <p>2.1.1.5. Discerning in their decision making</p> <p>2.1.1.6. Determined and resilient in the face of difficulty</p> <p>2.1.1.7. Courageous in the face of new situations and in facing their fears</p>	<p>All of these foci are covered within our ongoing Values Curriculum, within Behaviour Policy and also through Circle Tie ad additional opportunities such as Y6 Residential Trip.</p> <p>A Journey in Love Programme:</p> <p>Focus on loyalty and forgiveness and celebrating God's forgiveness (Y3)</p> <p>How do I learn to accept and celebrate who I am?</p> <p>How do I accept difference in others?</p> <p>How do I deal with difference and manage the conflicts that arise?</p> <p>How do I appreciate my own gifts, talents, achievements and all that make 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 emotions that present themselves? (Y4)</p>

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Religious understanding of the human person: loving myself	<p>Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism</p>	<p>Recognise physical similarities and differences, and recognise that everyone is special (FS1)</p> <p>Children know and understand that God has made them unique and that although we are all different, we are all special to him (FS2)</p> <p>RE curriculum Come and See: Welcome Baptism: a welcome to God's family, Belonging Baptism: an invitation to belong to God's family. Signs & symbols: Signs & symbols in Baptism Myself: God knows and loves each one Families: God's love and care for every family Beginnings: God at every beginning</p>	<p>Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics.</p>	<p>RE Curriculum and Ongoing Values Curriculum, Charity Work and PrayerZone</p> <p>Y5 Come & See: Stewardship The Church is called to the stewardship of Creation Y6: Celebrate God's creative love in creating us as his children and recognise that we grow as human beings to the extent that we give and receive love. 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 of this in the Sacrament of marriage.</p> <p>Come and See RE Curriculum. Y3: Promises: Promises made at Baptism Y3 Homes: God's dream for every family Y4 People The family of God in Scripture Y5: Ourselves Created in the image & likeness of God Y6: Loving God who never stops loving</p>
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Me, my body and my health	<p>Pupils should be taught:</p> <p>Me</p> <p>1.1.3.1. We are all unique individuals</p> <p>1.1.3.2. We all have individual gifts, talents and abilities</p> <p>My body</p> <p>1.1.3.1. The names of the external parts of the body</p> <p>1.1.3.2. The similarities and differences between girls and boys</p> <p>My Health</p> <p>1.1.3.3. How to maintain personal hygiene</p> <p>1.1.3.4. What constitutes a healthy life-style, including physical activity, dental health and healthy eating.</p>	<p>Art work focussing on face, differences etc.</p> <p>FS1: Focus on hands, eyes, body parts and learn to describe and them and group one another by similarities (FS1)</p> <p>Year 1 Science Curriculum: Pupils are taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Year 2 Science Curriculum: Pupils are taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Pupils should be taught:</p> <p>Me</p> <p>2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy</p> <p>2.1.3.2. Strategies to develop self-confidence and self-esteem</p> <p>2.1.3.3. Each person has a purpose in the world</p> <p>2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12)</p> <p>My body</p> <p>2.1.3.5. Their body will change and develop as they grow</p> <p>2.1.3.6. About the growth and development of humans and the changes experienced during puberty</p> <p>2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina)</p> <p>My health</p> <p>2.1.3.8. How to make informed choices that have an impact on their health</p>	<p>How am I changing? (Y3)</p> <p>Name the different male and female body parts and their various functions</p> <p>Know and understand that they are all different and celebrate these differences as they appreciate that God's love accepts us as we are and as we change. (Y4)</p> <p>Y3 Science Curriculum: Pupils are taught to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Y5: Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty; Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or father.</p> <p>Y5 Science Curriculum: Children are taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Pupils are taught to describe the life process of reproduction in some plants and animals. They are taught to describe the changes as humans develop to old age.</p>
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				Y6 Science Curriculum: Pupils are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
Emotional well-being and attitudes	<p>Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings</p> <p>Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences</p>	<p>What makes us happy or sad? What are the signs of happiness or sadness? Recognise expressions of happiness and sadness. (FS1)</p> <p>Also addressed through ongoing Values curriculum and school behaviour policy. SEAL resources available to all classes.</p>	<p>Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves</p> <p>Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources</p>	<p>How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? (Y3)</p> <p>Can I identify and name my feelings? Do I know and understand what these feelings are? How do I deal with what I feel, and can I analyse my feelings and actions (Y4)</p> <p>The characteristics of real love and how it develops within a relationship.</p> <p>E-safety lessons, ongoing Values curriculum, Circle Time etc.</p> <p>School Behaviour Policy Values Curriculum, Work around National Anti-bullying Week November each year.</p>

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Life cycles and fertility	<p>Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death</p>	<p>Learn that they grew in their mother's womb for 9 months. (FS2)</p> <p>Learn about how fast babies learn, grow and develop. (Y1)</p> <p>Year 2 Science Curriculum: Pupils are taught to notice that animals, including humans, have offspring which grow into adults</p>	<p>Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, old age)</p> <p>Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova (plural)</p>	<p>Identify the development of the baby in the womb (Y4) Y5: Identify and celebrate the ways I have changed since birth. Discuss the external and internal changes which happen to boys and girls in puberty; Recognise that sexual development is a natural part of human growth and that physical changes from child to adult means the ability and potential to become a mother or father. Understand that the menstrual cycle is to prepare the female body for reproduction. Learn about menstruation and ovulation. Y6: The Christian teaching that babies should be conceived as the fruit of a loving, married relationship. Understand how human life is conceived and name parts of the male and female reproductive organs. Understand how the egg cell (ovum - singular) is fertilised by one sperm through the act of sexual intercourse. Understand how the baby grows within the mother's womb.</p> <p>Y5 Science Curriculum: Children are taught to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p>
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				Pupils are taught to describe the life process of reproduction in some plants and animals.
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Theme 2: Created to love others

	EYFS & KS1		KS2	
	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	Links to A Journey in Love Programme	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	Links to A Journey in Love Programme
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.2.1.1. Friendly, able to make and keep friends</p> <p>1.2.1.2. Caring, attentive to the needs of others and generous in their responses</p> <p>1.2.1.3. Respectful of others, their uniqueness, their wants and their needs</p> <p>1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them</p> <p>1.2.1.5. Courteous, learning to say, "please" and "thank you."</p> <p>1.2.1.6. Honest, able to tell the difference between truth and lies</p>	<p>Discussion around who the children play with at home and school and thinking about why their friends play with them and what their favourite games are. (FS2)</p> <p>The school's ongoing Values Curriculum addresses all of these issues.</p> <p>Check RE curriculum - Y1 Being sorry focusses on choices, sometimes we choose well and sometimes wrongly, the importance of choosing well and being sorry nad asking God for forgiveness Y2 Rules , focusses on love, compassion and forgiveness and reconciliation</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.2.1.1. Loyal, able to develop and sustain friendships</p> <p>2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble</p> <p>2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different</p> <p>2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships</p> <p>2.2.1.5. Courteous in their dealings with friends and strangers</p> <p>2.2.1.6. Honesty, committed to living truthfully and with integrity</p>	<p>How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? How do you feel when a friend is not there for you? How do your friends feel when you are not there for them? How can you be a more supportive friend? (Y3)</p> <p>The school's ongoing Values Curriculum addresses all of these issues.</p> <p>RE Curriculum Come & See: Y4: Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation Y5: Freedom & responsibility Commandments enable Christians to be free & responsible</p>

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Religious understanding of human relationships: loving others	<p>Pupils should be taught: 1.2.2.1. We are part of God's family 1.2.2.2. That saying sorry is important and can help mend broken friendships 1.2.2.3. Jesus cared for others 1.2.2.4. That we should love other people in the same way Jesus loves us</p>	<p>RE Curriculum & Collective worship programme Discuss happy and sad moments within their families and the importance of growing up within a family. The ways in which we express being part of God's family (Y2)</p> <p>In addition, our ongoing Values Curriculum addresses repentance and forgiveness</p>	<p>Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.3. The sacrament of marriage involves commitment and self-giving</p>	<p>RE Curriculum & Collective worship programme</p> <p>Focus on loyalty and forgiveness and celebrating God's forgiveness (Y3)</p> <p>RE Come and See Curriculum. Y5: Life choices, Marriage commitment and service</p>
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Personal Relationships	<p>Pupils should be taught: 1.2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, and friends) and what makes them special. 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.5. To recognise when people are being unkind to them and others and how to respond. 1.2.3.6. Different types of teasing and bullying which are wrong and unacceptable.</p>	<p>Discuss feelings about their friends at home and at school (FS2) EYFS curriculum: PSED to understand that their own actions affect other people - e.g. upset or try and comfort another child when they realise they have upset him/her. Understand that some actions and words can hurt others' feelings Understanding the World (People and Communities): Show interest in different occupations and ways of life and know some of the things that make them unique and talk about similarities and differences in relation to friends and families.</p> <p>Discuss the members of their family (Y1)</p> <p>Anti-bullying week, November each year. Values Curriculum, Behaviour Policy</p>	<p>Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong. 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.4. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.5. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.6. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurized - residential 2.2.3.7. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes.</p>	<p>Termly e-safety lessons</p> <p>How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? Recognise the difference between being alone and being lonely (Y3) Recognise behaviour changes as we grow up. Expectations are different and are often dependent on our experiences, and treatment by others, and our view of the world in which we live. Reflect on ways to become more sensitive to the emotional development of oneself and others.(Y5) Recognise signs of love expressed in those around us, reflect on the different degrees of friendship that exist. Understand that relationships develop between a couple and the characteristics of real love within a relationship. (Y6)</p> <p>Anti-bullying week every November NSPCC Pants Rule, Year 6 Retreat / Residential, Rainbows support. Transition work in preparation for secondary school.</p>
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Keeping safe and people who can help me	<p>Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation.</p> <p>People who can help me 1.2.4.5. Who to go to if they are worried or need help 1.2.4.6. That there are a number of different people and organisations they can go to for help in different situations.</p>	<p>Termly E-safety lessons in all classes</p> <p>NSPCC PANTS materials - including who to go to if worried. Good and Bad secrets and touches</p>	<p>Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>People who can help me 2.2.4.5. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.6. How to report and get help if they encounter inappropriate materials or messages</p>	<p>Who takes care of me? How do I look after myself? (Y3) How do I keep myself safe? How do I help others to make and keep friends? How do I take care of others? (Y3) Termly e-safety lessons</p> <p>Good and Bad secrets and touches</p> <p>All children will be taught about the NSPCC PANTS rule children from Y4 to Y6 will be introduced to the NSPCC helpline and Childline. Through e-safety lessons they will be taught how to respond to inappropriate contact and content, including the CEOP reporting links and Childline.</p>
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Theme 3: Created to live in community (local, national and global)

	EYFS & KS1		KS2	
	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	Links to A Journey in Love Programme	CES Model Catholic Primary RSE Curriculum (Autumn 2016)	Links to A Journey in Love Programme
Education in virtue	<p>In a Catholic school, pupils are growing to be:</p> <p>1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally</p> <p>1.3.1.2. People who serve others, locally, nationally and globally</p> <p>1.3.1.3. Active in their commitment to bring about change</p>	<p>Addressed through the ongoing Values curriculum and the ongoing year round charity work which is led, planned for and carried out by the pupils.</p>	<p>In a Catholic school, pupils are growing to be:</p> <p>2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally</p> <p>2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally</p> <p>2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally</p>	<p>Ongoing school charity work with pupils making choices around charity focus and planning, preparing and delivering fund raising activities. CAFOD resources</p> <p>Year 3 Science Curriculum: Pupils are taught to recognise that environments can change and that this can sometimes pose dangers to living things.</p>
Religious understanding of the importance of human communities	<p>Pupils should be taught:</p> <p>1.3.2.1. That God is Father, Son and Holy Spirit</p> <p>1.3.2.2. Some scripture illustrating the importance of living in community</p> <p>1.3.2.3. Jesus' teaching on who is my neighbour</p>	<p>Read and dramatise "The Good Samaritan"</p> <p>Listen to "Jesus welcomes the little children" (FS2)</p> <p>Come and See RE Curriculum</p> <p>Daily Collective worship</p>	<p>Pupils should be taught:</p> <p>2.3.2.1. God is Trinity - a communion of persons</p> <p>2.3.2.2. The key principles of Catholic Social Teaching</p> <p>2.3.2.3. The Church is the Body of Christ</p>	<p>Story of Zacchaeus (Y3)</p> <p>How can I forgive and include others as Jesus did?</p> <p>St Paul's teaching on love (Y4)</p> <p>Come and See RE Curriculum</p> <p>Daily Collective Worship</p>

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Living in the wider world	<p>Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands</p>	<p>Discussing which communities they belong to and in what way they belong. How can they be positive members of these communities? Discuss what they give and what they receive from being part of a community. (Y2) EYFs TW: The world - Show care and concern for living things and the environment. Year 2 Science Curriculum: Pupils are taught to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>Pupils should be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another</p>	<p>To recognise the need for personal privacy (Y3) Additions to SRE slides for Y5 (FGM) and Y6 (FGM and forced marriage)</p> <p>NSPCC visits to school</p> <p>Regular fire evacuation drills</p> <p>Road safety visits and Bikeability (Y5)</p> <p>History Curriculum: Pupils learn how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world Multi-cultural Celebrations such as the annual International Evening, visits to other places of worship and visits by people of other faiths</p> <p>Y6 Science Curriculum: Pupils are taught to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>
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Values Curriculum Overview



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themes and topics

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THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS 1	YEAR 2 & FS 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image & likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism an invitation to belong to God's family	Signs & symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation: a call to witness	Life choices Marriage commitment and service	Vocation & commitment The vocation of priesthood and religious life
Advent/Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent a time to look forward to Christmas	Preparations Advent; preparing to celebrate Christmas	Visitors Advent: waiting for the coming of Jesus	Gift God's gift of love & friendship in Jesus	Hope Advent; waiting in joyful hope for Jesus; the promised one	Expectations Jesus born to show God to the world
Local church community	Celebrating People celebrate in Church	Special people People in the parish family	Books The books used in Church	Journeys Christian family's journey with Jesus	Community Life in the local Christian community: ministries in the parish	Mission Continuing Jesus' mission in diocese [ecumenism]	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass a special time for saying thank you to God for everything, especially Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion.
Lent/Easter giving	Growing Looking forward to Easter	Change Lent a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good News Passing on the Good news of Jesus	Holidays & holydays Pentecost: feast of the Holy Spirit	Spread the word Pentecost a time to spread the Good News	Energy Gifts of the Holy Spirit	New life To hear & live the Easter message	Transformation Celebration of the Spirit's transforming power	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation Inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well Sacrament of Reconciliation	Rules Reasons for rules in the Christian family Sacrament of Reconciliation	Choices The importance of examination of conscience Sacrament of Reconciliation	Building bridges Admitting wrong, being reconciled with God and each other Sacrament of Reconciliation	Freedom & responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the Sick
Universal Church world	Our world God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special places Holy places for Jesus & the Christian	God's people Different saints show people what God is like	Stewardship The Church is called to the stewardship of Creation	Common good Work of the worldwide Christian family

INTRODUCTION COME AND SEE

Mapping of British Values

FOUNDATION 1 AND 2

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Class treat • Golden time: choose what they want to do • Free-flow time: choose where to take learning when appropriate • Story time: choose which of two books • Song time: choose which song to sing 	<ul style="list-style-type: none"> • Class treat • Golden time: choose what they want to do • Free-flow time: choose where to take learning when appropriate • Story time: choose which of two books • Song time: choose which song to sing 	<ul style="list-style-type: none"> • Class treat • Golden time: choose what they want to do • Free-flow time: choose where to take learning when appropriate • Story time: choose which of two books • Song time: choose which song to sing • Sports Day • Speech Cup
THE RULE OF LAW	<ul style="list-style-type: none"> • Busy Bee helpers • Star of the week • School rules • Ambassadors • Good to be Green • Achievement certificates • News leaves • Hands up 	<ul style="list-style-type: none"> • Busy Bee helpers • Star of the week • School rules • Ambassadors • Good to be Green • Achievement certificates • News leaves • Hands up 	<ul style="list-style-type: none"> • Busy Bee helpers • Star of the week • School rules • Ambassadors • Good to be Green • Achievement certificates • News leaves • Hands up • Sports Day

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<ul style="list-style-type: none"> • INDIVIDUAL LIBERTY 	<ul style="list-style-type: none"> • 'Myself' topic • Free-flow time • E-safety • Snack time • SRE • PSED circle times linked to children's needs • Persona Dolls • PSED- restorative justice • RE • Carpet partners 	<ul style="list-style-type: none"> • Free-flow time • E-safety • Snack time • SRE • PSED circle times linked to children's needs • Persona Dolls • PSED- restorative justice • RE • Carpet partners 	<ul style="list-style-type: none"> • Free-flow time • E-safety • Snack time • SRE • PSED circle times linked to children's needs • Persona Dolls • PSED- restorative justice • RE • Carpet partners • Free-flow time • E-safety • Snack time • Speech Cup • Sports Day
<ul style="list-style-type: none"> • MUTUAL RESPECT 	<ul style="list-style-type: none"> • 'Myself' topic • School values • RE and PSED curriculum 	<ul style="list-style-type: none"> • Chinese new year and dragon dance • People who help us topic • New Life - Chicks for two weeks • School values • RE and PSED curriculum 	<ul style="list-style-type: none"> • School trip/farm visit • Mini-beasts - God's creations • School values • RE and PSED curriculum
<ul style="list-style-type: none"> • TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS 	<ul style="list-style-type: none"> • RE and PSED curriculum • Role Models - busy bee helpers and adult role models 	<ul style="list-style-type: none"> • RE and PSED curriculum • Role Models - busy bee helpers and adult role models 	<ul style="list-style-type: none"> • RE and PSED curriculum • Role Models - busy bee helpers and adult role models

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<ul style="list-style-type: none"> INTERNET SAFETY 		<ul style="list-style-type: none"> E Safety week Kim and Lee FS program 	
<p>Consider also opportunities to teach pupils to:</p> <ul style="list-style-type: none"> Resist pressure Build self-confidence Make safe choices See help Debate issues Contribution to society 	<ul style="list-style-type: none"> Self-confidence- Christmas Play Contribute to society- charity events. Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> Contribute to society- charity events. Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> Contribute to society- charity events. Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards.

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YEAR 1

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Choosing class reward • No hands questioning - lolly stick • Classroom jobs • Leading class collective worships • News time - taking turns to share news • Choice of clubs including staying in one break time per week to participate in imaginative play sessions • Learning Mentors Special Lunch • Talk partners 	<ul style="list-style-type: none"> • Choosing class reward • No hands questioning - lolly stick • Classroom jobs • Leading class collective worships • News time - taking turns to share news • Choice of clubs including staying in one break time per week to participate in imaginative play sessions • Learning Mentors Special Lunch • Talk partners 	<ul style="list-style-type: none"> • Choosing class reward • No hands questioning - lolly stick • Classroom jobs • Leading class collective worships • News time - taking turns to share news • Choice of clubs including staying in one break time per week to participate in imaginative play sessions • Learning Mentors Special Lunch • Talk partners • Speech cup

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THE RULE OF LAW	<ul style="list-style-type: none"> • School rules • Class rules • Class target • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Value: Forgiveness • School rules • Class rules • Class target • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Value: Respect • School rules • Class rules • Class target • What would Jesus do reflection form
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • Values: Generosity • Compassion • Learning Mentor -1:1 additional support • Healthy snacks • Free school meals • Charity • Values Missions • St Bernadette's Beads • Eco Monitors • Freedom to speak - news time 	<ul style="list-style-type: none"> • Values: Courage Forgiveness • Learning Mentor - 1:1 additional support • Healthy snacks • Free school meals • Charity • St Bernadette's Beads • Eco Monitors • Freedom to speak - news time • RE curriculum Being Sorry • Internet Safety Week 	<ul style="list-style-type: none"> • Values: Friendship • Respect • Learning Mentor- 1:1 additional support • Healthy snacks • Free school meals • Year group charity event • Values Missions • Eco Monitors • St Bernadette's Beads • Freedom to speak - news time • SRE - A Journey in Love
MUTUAL RESPECT	<ul style="list-style-type: none"> • What would Jesus do reflection form • Talk partners • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Value: Forgiveness • Talk partners • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Values: - Friendship • Respect • Talk partners • Weekly Celebration Assemblies

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<p>TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS</p>	<ul style="list-style-type: none"> • Value: Compassion • Pirates Topic • RE other faith - Sikhism • RE curriculum 	<ul style="list-style-type: none"> • Value: Forgiveness • RE curriculum - Special People 	<ul style="list-style-type: none"> • Values: Friendship Respect • RE curriculum Neighbours share God's world • RE other faith - Hinduism
<p>INTERNET SAFETY</p>	<ul style="list-style-type: none"> • Computing curriculum - We are TV Chefs unit- Switched on- Making videos- discuss safety of making/viewing videos. <i>Talk with pupils about what to do if they encounter inappropriate material.</i> 	<ul style="list-style-type: none"> • E-safety week. • Computing curriculum We are Collectors unit- using the web to search for pictures. <i>Discuss what pupils should do if they have concerns over any images or other content they encounter when using search engines.</i> 	
<p>Opportunities to teach pupils to: Resist pressure Build self-confidence Make safe choices Debate issues Contribute to society</p>	<ul style="list-style-type: none"> • Self-confidence- Christmas Play • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Self-confidence- Class Collective Worship. • Safe choices- E-safety week • Our Local Area (History/Geography topic). Debate issues/contribute to society. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • What a Wonderful World topic- Debating issues and contributing to society (sustainable planets, looking after our world). • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards.

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YEAR 2

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • During the 'Milton Keynes' topic the children carry out traffic surveys in pairs. • Children work in small groups to devise a short re-enactment of Florence nursing the soldiers. • Leading class collective worships • Class treat/target voting • Questioning - Use of Lolly sticks 	<ul style="list-style-type: none"> • During their Explorers topic children work together in small groups to design and create their own island based on their learning of the Galapagos Islands. • Children work in small groups to rank from most important to least the reasons for 'The Great Fire of London' spreading. • Leading class collective worships • Class treat/target voting • Questioning - Use of Lolly sticks 	<ul style="list-style-type: none"> • Leading class collective worships • Speech Cup • Class treat/target voting • Questioning - Use of Lolly sticks
THE RULE OF LAW	<ul style="list-style-type: none"> • Class expectations/class rules referred to. • RE unit- New beginnings. Discussion of God's world and it being a safe place. • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Class expectations/class rules referred to. • In RE children learn about the importance of the Bible to Christians how to treat it with respect- Books unit. • During the 'Great Fire of London' topic the children learn the importance of fire safety and following instructions. • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Class expectations/class rules referred to. • During the RE unit 'Rules' Children learn about the consequences of breaking rules and the power of forgiveness. Key focus is on the Sacrament of Reconciliation. • What would Jesus do reflection form

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INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • During the topic 'Florence Nightingale' the children learn of the choices she made that had an impact on many soldiers and their lives. 	<ul style="list-style-type: none"> • Children are encouraged to 'risk take' and challenge themselves during PE lessons e.g. to jump from the larger horse onto a mat. 	
MUTUAL RESPECT	<ul style="list-style-type: none"> • RE Baptism Unit- Children learn what it is like to be part of a wider family, the church. They learn when they are Baptised they are welcomed into a new church family. • Literacy- Children are continuously encouraged to share their work and peers assess against Success criteria - positive elements. • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Thanksgiving RE topic. Links of the Last supper to receiving the Eucharist at Mass. Children learn to respect Jesus and him giving his life for us. • Literacy- Children are continuously encouraged to share their work and peers assess against Success criteria- positive elements. • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • During PE (gymnastics) children are encouraged to work together to support others who may not be as confident. • Literacy- Children are continuously encouraged to share their work and peers assess against Success criteria - positive elements. • Weekly Celebration Assemblies
TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS	<ul style="list-style-type: none"> • Judaism- in RE curriculum 	<ul style="list-style-type: none"> • Values sessions 	<ul style="list-style-type: none"> • During the RE unit 'Treasures' children are encouraged to share their own treasures and understand the difference between what one person might class as a treasure compared to another. • Other faith in RE curriculum Islam

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INTERNET SAFETY	<ul style="list-style-type: none"> • Computing curriculum- Discussion that if the children upload their finished projects to the Scratch website, they will need to create accounts and provide their parents' or carers' email addresses. The pupils should comply with MIT's terms and conditions, as well as all relevant school policies. 	<ul style="list-style-type: none"> • Computing curriculum - discussion of age restrictions of online games. Precautions over the protection of the children's, identity, contact details and intellectual property should be in place. 	<ul style="list-style-type: none"> • Computing Curriculum- discussion reminding the children about respecting other people's intellectual property. They should credit the sources they've used, and should use Creative Commons or public domain images.
<p>Opportunities to teach pupils to:</p> <p>Resist pressure Build self-confidence Make safe choices Debate issues Contribute to society</p>	<ul style="list-style-type: none"> • Self-confidence- Christmas Play • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • E Safety Week - keeping safe 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards.

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YEAR 3

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Debating - Literacy lessons • Class Rewards • Newsround - debates • Job monitors • Questioning - Use of Lolly sticks 	<ul style="list-style-type: none"> • Debating - literacy Lessons • WW2 - Literacy • Class Rewards • Newsround - debates • Job monitors • Questioning - Use of Lolly sticks 	<ul style="list-style-type: none"> • Computing curriculum We are Pollsters - create programme to vote and presenting it to others • Class Rewards • Questioning - Use of Lolly sticks • Speech Cup
THE RULE OF LAW	<ul style="list-style-type: none"> • School/class rules • Sign contract for class rules • Playground laws • P.E rules • What would Jesus do reflection form 	<ul style="list-style-type: none"> • WW2 Literacy • Playground laws • P. E. rules • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Stone Age - Literacy/Topic • Farming • Playground laws • P.E rules. • What would Jesus do reflection form
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • Talk for learning • Values • Topic - Mayans 	<ul style="list-style-type: none"> • WW2 Literacy - The Lion and the Unicorn • Topic - WW2 - the role of women 	<ul style="list-style-type: none"> • Farming - Animals rights • Stone Age - The Boy with the Bronze Axe

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MUTUAL RESPECT	<ul style="list-style-type: none"> • Judaism • Compassion - values • R.E - homes - different types of homes • Talk for learning - Literacy • Values • Circle Time • Social groups • P.E - playing matches with others • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • R.E - sharing and listening • Values - forgiveness • Values • Circle Time • Social groups • P.E - playing matches with others • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Sikhism • Friendship - Values • R.E curriculum • Stone Age - The Boy with the Bronze Axe • Weekly Celebration Assemblies
TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS	<ul style="list-style-type: none"> • Mayans - Topic and Literacy • Literacy - talk for learning • Judaism • Values 	<ul style="list-style-type: none"> • Values - Forgiveness • WW2 	<ul style="list-style-type: none"> • Stone Age - Different culture (Literacy) • Sikhism
INTERNET SAFETY	<ul style="list-style-type: none"> • Computing curriculum We are programmers - Using scratch, saving games online and on server, and speaking on your game. 	<ul style="list-style-type: none"> • Computing curriculum We are presenters - Video and audio recordings shared online • E Safety week- YouTube - how to use. Speaking to people online (strangers), giving personal info out. Different forms of communication (and what are the most effective to communicate in different situations) Scenarios when communicating online (cybercafé, chatrooms) dealing with different dilemmas and deciding what to do. 	<ul style="list-style-type: none"> • Computing curriculum We are pollsters - sharing information • Computing curriculum We are communicators - sharing personal information with other people online, email password, privacy and security.

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<p>Opportunities to teach pupils to: Resist pressure Build self-confidence Make safe choices Debate issues Contribute to society</p>	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Easter performance - self confidence • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • Pentecost Service
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YEAR 4

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Class treat • Class Dojo - random selector • Questioning- Lolly sticks • University clubs 	<ul style="list-style-type: none"> • Class treat • Class Dojo - random selector • Questioning- Lolly sticks • Mini-Vinnies (applications) • Community (RE topic) • University clubs • Italy (topic) 	<ul style="list-style-type: none"> • Class treat • Class Dojo - random selector • Questioning- Lolly sticks • Chaplaincy team applications • University clubs • Speech Cup • Topical debates
THE RULE OF LAW	<ul style="list-style-type: none"> • Classroom rules/school rules • Class treat (working towards a target) • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Classroom rules/school rules • Class treat (working towards a target) • What would Jesus do reflection form 	<ul style="list-style-type: none"> • Classroom rules/school rules • Class treat (working towards a target) • What would Jesus do reflection form
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • Bernadette Beads (Values) 	<ul style="list-style-type: none"> • E-Safety lessons • Bernadette Beads (Values) 	<ul style="list-style-type: none"> • Universal Church - World (RE topic) • SRE • Bernadette Beads (Values) • Topical debates
MUTUAL RESPECT	<ul style="list-style-type: none"> • Sportsmanship (clubs) • PE lessons • Fundraising events • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Sportsmanship (clubs) • PE lessons • Fundraising events • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Swimming lessons • Sportsmanship (clubs) • PE lessons • Fundraising events • Weekly Celebration Assemblies

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

<p>TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS</p>	<ul style="list-style-type: none"> • Deforestation debate - (within Rainforests topic) • Judaism (RE topic) • French lessons 	<ul style="list-style-type: none"> • French lessons 	<ul style="list-style-type: none"> • French lessons • Hinduism (RE topic)
<p>INTERNET SAFETY</p>		<ul style="list-style-type: none"> • Awareness of email viruses, spam, cyber bullying. • Website awareness • Dangers of giving out personal details online etc. • Knowing that anyone can participate in internet chat rooms. • Taking responsibility for the needs of others • Making real choices and decisions • considering social and moral dilemmas • Finding information and advice 	

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

<p>Opportunities to teach pupils to: Resist pressure Build self-confidence Make safe choices Debate issues Contribute to society</p>	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Easter performance - self confidence • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards.
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YEAR 5

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Class Treat • Class Jobs • Buddying • Chaplaincy Team • Blind Votes • Class Dojo • Questioning - Use of Lolly sticks • 	<ul style="list-style-type: none"> • WWI • Class Treat • Class Jobs • Buddying • Chaplaincy Team • Blind Votes • Class Dojo • Questioning - Use of Lolly sticks • 	<ul style="list-style-type: none"> • Class Treat • Class Jobs • Buddying • Chaplaincy Team • Blind Votes • Class Dojo • Questioning - Use of Lolly sticks • Speech Cup • Topical Debates
THE RULE OF LAW	<ul style="list-style-type: none"> • Class Charter • RE • Fire Service • What would Jesus do reflection form • Playground Timetables • Class Rules • Prometheus and Pandora • PE • Ancient Greece • Science 	<ul style="list-style-type: none"> • Class Rules • War Game • Class Trip Duxford • WWI • What would Jesus do reflection form • Playground Timetables • PE 	<ul style="list-style-type: none"> • Class Rules • Linslade Water Works trip • SRE • Vikings • What would Jesus do reflection form • Playground Timetables • PE • Topical Debates

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INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • Breadwinner (English) • Class Jobs • Eco Monitor • Playtime • PE • Ciphers and Codes 	<ul style="list-style-type: none"> • Persuasive Arguments • Romeo and Juliet • WWI • Class Jobs • Eco Monitor • Playtime • PE 	<ul style="list-style-type: none"> • SRE • Highway Man • Class Jobs • Eco Monitor • Playtime • PE • Topical debates
MUTUAL RESPECT	<ul style="list-style-type: none"> • Class Rules • Judaism • International Evening • Science • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Paris • WWI • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • SRE • Vikings • Islam • Weekly Celebration Assemblies • Playtime rules
TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS	<ul style="list-style-type: none"> • Judaism • RE curriculum • Breadwinner (literacy topic) • Ancient Greece 	<ul style="list-style-type: none"> • RE curriculum • WWI 	<ul style="list-style-type: none"> • RE curriculum • Islam

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

INTERNET SAFETY	<p>Computing curriculum</p> <ul style="list-style-type: none"> • Ciphers and Codes (Passwords) • We are game developers. • We are cryptographers. 	<p>E Safety Week</p> <ul style="list-style-type: none"> • taking responsibility for the needs of others • making real choices and decisions • considering social and moral dilemmas • finding information and advice <p>Computing curriculum</p> <ul style="list-style-type: none"> • We are artists. • We are web developers. 	<p>Computing curriculum</p> <ul style="list-style-type: none"> • We are bloggers. • We are architects.
<p>Opportunities to teach pupils to:</p> <p>Resist pressure Build self-confidence Make safe choices Debate issues Contribute to society</p>	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • Christmas Concert - building self confidence • Breadwinner - (literacy topic) • Making safe choices - PE and ICT 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • Making safe choices - PE and ICT 	<ul style="list-style-type: none"> • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • Making safe choices - PE and ICT

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

YEAR 6

BRITISH VALUES/ PREVENT STRATEGY COMPLIANCE WITHIN THE CURRICULUM

	AUTUMN	SPRING	SUMMER
DEMOCRACY	<ul style="list-style-type: none"> • Vote for class rewards • Buddying • Chaplaincy Team • Questioning - Use of Lolly sticks • Questioning - Use of Lolly sticks • Jobs shared out equally throughout the school year • Computing curriculum - working as a team 	<ul style="list-style-type: none"> • Vote for class rewards • Buddying • Chaplaincy Team • Jobs shared out equally throughout the school year • Questioning - Use of Lolly sticks 	<ul style="list-style-type: none"> • Vote for class rewards • Buddying • Chaplaincy Team • Jobs shared out equally throughout the school year • Questioning - Use of Lolly sticks • Speech Cup
THE RULE OF LAW	<ul style="list-style-type: none"> • Follow Y6 Behaviour and enforcing consequences • What would Jesus do reflection form • Playground Timetables • Earn 'Pennies' for good work, jobs to spend in shop 	<ul style="list-style-type: none"> • Follow Y6 Behaviour and enforcing consequences • What would Jesus do reflection form • Playground Timetables • Earn 'Pennies' for good work, jobs -to spend in shop 	<ul style="list-style-type: none"> • Follow Y6 Behaviour and enforcing consequences • What would Jesus do reflection form • Playground Timetables • Earn 'Pennies' for good work, jobs -to spend in shop
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> • Being paid for doing jobs • Some jobs involve freedom around the school • Eco Monitor • Playtime 	<ul style="list-style-type: none"> • Study the Victorians and Street Child • Being paid for doing jobs • Eco Monitor • Playtime 	<ul style="list-style-type: none"> • Choose type of role for musical • Being paid for doing jobs • Eco Monitor • Playtime

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE

MUTUAL RESPECT	<ul style="list-style-type: none"> • Sharing equipment • Taking turns to talk • Looking after each other's things • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Study Africa as a topic • Sharing equipment • Taking turns to talk • Looking after each other's things • Weekly Celebration Assemblies 	<ul style="list-style-type: none"> • Sharing equipment • Taking turns to talk • Looking after each other's things • Weekly Celebration Assemblies
TOLERANCE OF THOSE OF DIFFERENT FAITHS AND BELIEFS	<ul style="list-style-type: none"> • Judaism • RE curriculum 	<ul style="list-style-type: none"> • Britain since 1948 Topic - study refugees and how Britain is made up of people of all backgrounds • Study Africa as a topic 	<ul style="list-style-type: none"> • Islam • RE curriculum
INTERNET SAFETY	<ul style="list-style-type: none"> • Computing curriculum- individual passwords and logins. • Computing curriculum- creating APPs with password entry 	<ul style="list-style-type: none"> • E safety week • Staying safe online • Discussion of different scenarios 	<ul style="list-style-type: none"> • Computing curriculum
<p>Opportunities to teach pupils to:</p> <p>Resist pressure</p> <p>Build self-confidence</p> <p>Make safe choices</p> <p>Debate issues</p> <p>Contribute to society</p>	<ul style="list-style-type: none"> • Debate through RE • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. • Christmas Concert - building self confidence 	<ul style="list-style-type: none"> • Debate through RE • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards. 	<ul style="list-style-type: none"> • Debate through RE • Contribute to society- charity events. • Self-confidence (throughout year) sharing work in class, news time, doing jobs for adults in the class, praising behaviour with rewards.

St Bernadette's PSHCE Curriculum comprising of RSE, Christian Values, British Values and RE