DRAFT - St Christopher's Catholic Primary School RSHE planning overview 2026-27

(Updated Journey in Love version 2020) To be taught in the autumn, spring and summer terms.

Year group	Autumn Social and Emotional	Spring Physical	Summer Spiritual
EYFS	**LO: To recognise the joy of being a special person in my family** Consider why are you special to your family? How do you know that you are special? What do you love and enjoy about belonging to a family. How does God show love to you and your family. Who lives in your family? Draw and name each person. How does your family keep you safe and show that you are special to them? Choose how to display all the things that your family do to keep you safe, e.g. art work, modelling, collage.	**LO: To recognise that we are all different and unique**. Look and me, Look at you, recognise how different we both are. Discuss what it is that makes us so different. Why has God made us so different? Children will create a whole class graph/ display depicting eye, hair colour. Encourage the children to talk about their name, why were they given that name? What they like, dislike about it. Children will present their names using creative approaches. Design a 'thank you' card for God thanking him for creating us.	**LO: To celebrate the joy of being a special person in God's family.** Isaiah 49:16- reminds us how unique and special we are to God who has carved us in the palm of his hand. Discuss how we celebrate with each other? What we remember about happy celebrations in our family. What church celebration we enjoy? How we can celebrate being a special part of God's family. Create a family tree of all persons in the family and show your special place in your family. Dramatise (role play) the joy of being loved and cared for by our families.

	What makes you happy in your family. Draw and label these.		
Year – 1	**LO: To recognise signs that I am loved in my family**. Discuss how love is shown in your family? Why are the words 'please' 'thank you' and 'sorry' important to create a happy family. How does saying 'please' show care and consideration for your family? How does saying 'thank you' show love for each other? How does saying 'sorry' show respect, build bridges, keep us safe and help us to mend broken friendships? Draw your family showing some of the ways they show you love and kindness. Discuss situations when their families made them feel safe and protected. Create a collage showing happy, exciting, enjoyable things to do as a family. Design a card to cheer someone up who is sad or upset.	**LO: To recognise how I am cared for an kept safe in my family** Discuss who is in my family? How do families show love and care for one another? What are some of the characteristics of a happy family? Draw members of your family, including yourself and pets. Cut them out and make a mobile. Discuss responses to use when they feel unsafe. Draw around your hand, on each finger; write ways in which you have changed. Identify, name and label parts of the body, say what part of the body is associated with each sense. Using words- penis, breasts, nipple, vagina, bottom and anus**.**	**LO: To celebrate ways that God loves and cares for us**. Scripture 'Lost Sheep' Luke 15:4-6 Discuss how does God show that he loves and cares for each of us, in our families and our school community? Consider ways that we have grown in love and security within our families. How have we shown love to our families this year? How do we know that we are loved and cared for by God? Create a set of rules to show how we can live in peace and harmony. (Include the words please, thank you and sorry) Compose a 'Litany of thanksgiving' to God for his constant love, care, protection and keeping us safe.
Year - 2	**LO: To recognise the joy and friendship of belonging to a diverse community.** How would you describe a community? What are the joys of belonging to a community? How do different individuals enrich our community?	**LO: To describe ways of being safe in communities.** Discuss what makes us feel safe in our families, friendships and wider communities? In what ways might you feel unsafe and when is it not right to keep a secret?	LO: To celebrate ways of meeting God in our communities 'To do the Little Things Well'. Discuss how does the school motto or mission statement celebrate this community? How do we, as a community, reach out to others in their time of need.

	What do you bring to the communities you belong to? (Respect, love, care, generosity of spirit, loyalty and forgiveness) Create an acrostic poem or poster using the words: Respect, Community, diversity and friendship. Write a list of behaviours you could display that would have an impact on the community you belong to e.g. Greet everyone with a smile; respect everyone; treat everyone equally; reduce plastic; pick up rubbish; take care of the elderly.	What would you do if you were worried about another person whom you considered being unsafe? Do you know how to ask for help and the appropriate Emotional side of a community. How does a community help us to develop our feelings and emotions? What are the things that are harming our world and how can we try to stop them? Make links to Laudato Si and care of our common home.	How and where do we meet God in the community? Create a class display depicting pupils living out the school mission. Discuss and share in groups, ways we meet God in the communities we belong to. List some communities in your school and parish locality. (Homes for the elderly, nursing homes, st Vincent de paul. Prayer P28- JIL
Year - 3	**LO: To describe and give reasons how friendships makes us feel happy and safe.** How do friendships make us feel happy and secure? Who would you turn to if you didn't feel safe in a friendship? What is the difference between a relative, a friend and an acquaintance? How would you respond if an adult made you feel uncomfortable or unsafe? What are the qualities of a true friend? Create your own ' five finger challenge' or write a recipe for friendship. Contrast ' friendship is'… 'friendship is not… and give reasons for your answers.	**LO: To describe and give reasons why friendships can break down, how they can be replied and strengthened.** Discuss what things trigger disagreements between friends and within friendship groups? How do these make you feel? What might be the best way to resolve conflict in friendships? Why is violence never the answer? List some of the consequences of broken friendships and ask children to find ways of mending these. Create a fact file/ flow diagram of the steps you would take if a friendship was making you feel unhappy, uncomfortable and you could not resolve it on your own in A at home, B in school	**LO: To celebrate the joy and happiness of living in friendship with God and others**. How does the gift of the sacrament of reconciliation help to restore friendship with God and others. How can these words inspire, help and guide us to improve our friendships? What Bible stories teach us about the beauty of forgiveness? Luke 15:11-22, Luke 15:4-7, Luke 7: 47-49, Luke 19:1-10. Write a story about a friendship being broken and reconciled, describing the feelings and emotions. Using 1 Corinthians, replace Love is.. With friendship is… give reasons how each statement is lived out. from this?

		C in the wider community (after school) D online.	
Year - 4	**LO: To describe how we all should be accepted and respected.** Discuss is there more to courtesy and manners than saying 'please' and 'thank you'? List the ways in which being more polite and courteous is helping to make a better world to live in. How should we include everyone and celebrate each others' differences in school, home and in communities. Add or adapt St Paul's letter to the Colossians giving advice on how to make society better. 'Manners makes the man/woman' manners make me. Give examples in word and action of how we do this to make a better world for everyone. Create a poster showing that bullying, teasing and unkindness do not contribute to the upbuilding of communities or promote positive mental health and well-being.	**LO: To describe how we should treat others making links with the diverse modern society we live in.** Discuss how do we respect others, even when they are different from ourselves: physically, ethnically, culturally or in religious beliefs? How might these differences change over time? How could daring a friend to do something you would not like to do challenge the golden rule' treat others as you would like them to treat you.' List the ways that we are all different: Physically, mentally, culturally, biologically, ethically and religious beliefs. Look at the UN convention on the Rights of the Child, compile a class charter to show that all are equal and make links to the golden rule. UNCRC_summary-1_1.pdf (unicef.org.uk) 	**LO: To celebrate the uniqueness and innate beauty of each of us.** Discuss what makes us unique? What are our special qualities, gifts and talents? Why are being honest, truthful and having integrity positive attributes? Choose one of the following scripture texts and say why you have chosen it: Psalm 119: You created me, and you keep me safe; give me understanding, so that I may learn your ways. Isaiah 64: You are our Father, Lord. We are like clay, and you are the potter. 1 Peter 4:10-11: Each one must use the good of others the special gift he has received from God.

Year - 5	**LO: To show knowledge and understanding of emotional relationship changes as we grow and develop.** Discuss and list behaviour changes you recognise as you are growing and developing. Do you think any of these changes have affected your friendships? And how? If a friend was struggling with self-esteem or self-confidence, what would you do? List some social and emotional changes and how these might present themselves within friendships. You may include- Easily embarrassed, need for privacy, mood swings, up and down without any wanting, divided loyalty between self, friends and parents, Production of hormones triggers sexual desire. Arousal and urge. Evolving a set of moral codes and values Seeking independence Risk taking behaviour Concern for the future, identity formation	**Lo: To show knowledge and understanding of the physical changes in puberty**. Discuss how do we recognise the emotional, internal and external changes that happen during puberty? Why do we think that we need to change our hygiene routines during this time of puberty? Why is it important to maintain a good personal hygiene? How do we know when physical contact is appropriate, inappropriate or unsafe? Can this be extended to other forms of contact and what might these be? Discuss how, as well as physical changes, emotions may change and/or become more intense as they grow and move through puberty. Discuss how these changes can positively and negatively affect physical, emotional and mental health. As our bodies change there is a pressure from outside including social media to look and feel a certain way. How do we deal these external pressures and who we can talk to if we are unsure or do not understand the changes that are happening?	**LO: To celebrate the joy of growing physically and spiritually.** What does it mean to grow holistically, e.g. physically, socially, emotionally, intellectually and spiritually? What difficulties might you face as your body changes and grow? God's love surrounds you always and His Holy Spirit guides and protects you. How will this help you to be respectful of your own body and help you to be courageous in the face of changes? The following are different aspects of human love; think of reasons why/if each of these is important in our lives: Parental love Romantic love Affectionate love Selfless love Sexual love Create a piece of art work that depicts yourself in the flourishing image of God that He created you to be. Surround yourself with the people in your life who will/ have supported you on this journey /adventure. See JIL P53
Year - 6	**LO: To develop a secure understanding that stable and caring relationships,**	**LO: Explain how human life is conceived**	**LO: Show an understanding of how being made in the image and likeness of God informs decisions and**

	which may be of different types, are at the heart of happy families. What does it mean to be patient, kind and never jealous? What does it mean to be boastful, conceited and to never seek advantage? What does it mean to take offence, store up grievances or rejoice at wrongdoing? Consider and share ways you experience St Paul's teaching on love in your family, school or in your community. From your own experience, outline and share some key qualities and gifts that contribute to having a stable, caring, happy and loving families. Suggest any strategies you could use when relationships go wrong to rebuild and maintain them.	Discuss what are the key building blocks of a loving relationship. How does conception take place? Look at the illustrations of the organs of the human body including male and female reproductive organs and explain how human life is conceived. Page 60 JIL Sexual intercourse between husband and wife is a joyful expression of their love for each other. It is an act of intimate self-giving made by two people who want to give everything of themselves to the person they love and respect. Understand how long a child grows within the mother's womb.	**actions when building relationships with others, including life-long relationships.** What are the characteristics of positive respectful relationships? Include the different ways that we can make friends and relationships with others? e.g social media platforms. When making friends on-line we should be cautious of the information we share and how it can be used positively or negatively. When building relationships on-line, how can we recognise risks, such as inappropriate images, language and behaviour, and to who and how we would report these. List the characteristics of positive relationships and how these can make us feel happy and secure, and how we are appreciative to God for these. Marriage represents a commitment which is intended to be lifelong. List any other relationships that are lifelong and the steps taken to improve and support these relationships.