



Intent / Aims

Our RHE programme offers a coherent, planned sequence of high-quality teaching that will equip pupils with knowledge skills necessary to make safe and informed decisions. We have used the PSHE association to develop our own curriculum that reflects the needs of our pupils.

This teaching of RHE encompasses the acquisition of three key areas of learning:

- Health and wellbeing
- Relationships
- Living in the wider world

The coverage within EYFS is based upon understanding their personal, social and emotional development.

Within KS1, weekly RHE lessons will develop pupils' knowledge and understanding of the three key areas of learning. Our RHE curriculum works alongside our safety curriculum to ensure children have the knowledge to be safe in the world around them.

As pupils progress through KS2, their knowledge of the RHE programme will be refined in order for the children to develop their own opinions and understand how the choices we make affects others.

Implementation

In order for children to know more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Through revisiting and consolidating our previous knowledge our lessons help children build on prior knowledge alongside introducing new knowledge, skills and challenges. Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then included in display materials and additional resources available to aid the learning.

Adult guidance and accurate knowledge is provided for each theme studied via the medium term plan and assimilated to the children through their learning journey and each individual lessons learning objective.

Through these lessons, we intend to develop a love of RHE and an understanding in how the world around us works.

Impact

The impact of implementing a curriculum that is tailored to reflect the needs of our pupils ensures that children have a sound understanding of risk, communicate effectively with peers and adults and can understand how to lead a healthy life-style. The learning environment across the school will be more consistent with the key areas of learning, displaying the knowledge children have gained and demonstrating the progression of knowledge and skills as the children move through KS1 and KS2. Our values will be spoken about in lessons and will be reflected in children's behaviour inside and outside of the classroom. Assemblies where we host visitors will enable children to gain advice from professionals and enable children to apply their knowledge and skills in a real life context preparing them, within a safe environment, to be lifelong learners.

Impact will be measured through key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment piece - I know so I will be able to - per theme studied.

By EOEYFS children will know:

How to use strategies to manage their feelings and behaviour. To be able to learn and play happily with others.

By EOKS1 children will know:

That they have rights and responsibilities within their different relationships. To know how to respect their bodies and keep themselves safe.

By EOKS2 children will know:

To How behaviour affects others and ways in which they can impact this. To have an understanding of discrimination and why it may occur. To ways in which to achieve healthy wellbeing both mentally and physically.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Autumn 1 Living in the wider world	LO: To know how to form relationships with those around me.	LO: To know how my actions affect others in my class.	LO: To know how to keep positive relationships.	LO: To know why I should make positive choices and how these affect others.	LO: To know how to make a positive impact to my class and school community.	LO: To know why we should empathise with others and use this understanding to help us to make responsible choices that benefit ourselves and others in our community.	LO: To know how I can make a difference to children all over the world and consider the impact of my actions.
Safeguarding curriculum Key skill: keeping positive relationships	<p>To use strategies to manage feelings and behaviour.</p> <p>To work with others to make school a good place to be.</p> <p>I know what rules are, why they are needed and why different rules are needed for different situations</p> <p>I know about the different groups I belong to.</p>	<p>To understand my rights and responsibilities as a member of the class</p> <p>To know I need to help make the class safe for everybody.</p> <p>To recognise the choices I make and understand the consequences.</p> <p>To know about things I can do to help look after my environment</p>	<p>To understand my rights and responsibilities as a member of the class and the school.</p> <p>To understand how treating others with mutual respect will help me and others learn.</p> <p>To listen to other people and contribute my own ideas.</p> <p>I know how people and other living things have different needs; about the responsibility of caring for them.</p>	<p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>To understand my actions affect other and try to see things from their points of view.</p> <p>I can set personal goals and face new challenges positively.</p> <p>To know about diversity: what it means, the benefits of living in a diverse community; about valuing diversity within communities.</p>	<p>To understand the different roles they have within their lives.</p> <p>To communicate with others in a group, help them feel valued and consider their feelings</p> <p>To understand and know the benefits of democracy.</p> <p>To value the different contributions that people and groups make to the community.</p>	<p>I know my rights and responsibilities as a British citizen and member of my school.</p> <p>I know how to contribute to a group and understand how a group can function best as a whole.</p> <p>To understand how democracy and having a voice benefits the school community.</p> <p>To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>To know that there are universal rights for all children but for many citizens these rights are not met.</p> <p>To understand that my actions affect other people locally and globally.</p> <p>To make choices about my own behaviour and know how these relate to my rights and responsibilities.</p> <p>To recognise there are human rights, that are there to protect everyone</p>
Autumn 2 Relationships	LO: To know how to show kindness and respect to others.	LO: To know why difference should be celebrated.	LO: To know what bullying looks and feels like.	LO: To know how to solve conflicts to improve the quality of relationships	LO: To know what influences our assumptions so we can form true opinions of others	LO: To know the different forms of bullying so we can spot it and stop it.	LO: To know why difference can be a source of conflict and a cause for celebration.
Safeguarding Curriculum: Keeping positive relationships in the community	<p>To know some ways in which I am the same as my friends and some ways I am different.</p> <p>To know which words to use to stand up for myself when someone says or does something unkind .</p> <p>To know how to be a kind friend.</p> <p>I know that hurtful behaviour including teasing, name-calling, bullying and deliberately excluding others is not acceptable.</p>	<p>To know that differences make us special and unique.</p> <p>To have an awareness of what the term bullying means and how it may affect people’s feelings.</p> <p>I know about how to recognise when I or someone else feels lonely and what to do.</p> <p>I know how to make new friends.</p>	<p>To know why people are bullied and about stereotypes.</p> <p>To know the difference between right and wrong and know how to look after myself.</p> <p>I know how it feels to have a friend.</p> <p>I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p>	<p>I know everybody’s family is different and important to them.</p> <p>I know what it means to be a witness to bullying and I can problem solve a bullying situation with others.</p> <p>I know how my words can affect others.</p> <p>I know what it means to ‘know someone online’ and how this differs from knowing someone face-to-face.</p>	<p>I know why we should accept people for who for they are I know how it how it might feel to be a witness or a target of bullying.</p> <p>I know why I am special and value the ways in which I am unique.</p> <p>I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>I know that cultural differences sometimes cause conflict</p> <p>I know what racism is and I am aware of my attitude towards people from different races.</p> <p>I can explain the difference between direct and indirect types of bullying.</p> <p>I know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (trolling, harassment); how to report concerns and get support.</p>	<p>I am aware of my attitude towards people with disabilities</p> <p>I know some of the reasons why people use bullying behaviours.</p> <p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know about discrimination, what it means and how to challenge it.</p>



<p>Spring 1 Living in the wider world</p>	<p>LO: To know what perseverance is and about jobs in the wider world</p>	<p>LO: To know how to identify when I have been successful and understand what steps have been taken to achieve a goal.</p>	<p>LO: To know how to achieve a realistic goal with help from a group/others.</p>	<p>LO: To know the steps I will need to take to overcome challenges and be able to evaluate my learning process.</p>	<p>LO: To know how to recognise, influence and shift negative thoughts and emotions.</p>	<p>LO: To know a job I would like to do and appreciate the opportunities that how my education are giving me.</p>	<p>LO: To know about problems in the world and to consider how we can take action to improve the lives of others.</p>
<p>Safeguarding curriculum: Keeping ourselves safe online</p>	<p>To know how to tackle challenges using resilience</p> <p>To know how to motivate myself and my friends.</p> <p>I know that jobs help people to earn money to pay for things</p> <p>I know different jobs that people I know or people who work in the community do.</p>	<p>To know how to set goals and work out how to achieve them.</p> <p>To tackle a new challenge</p> <p>To understand that overcoming a new challenge might stretch my learning.</p> <p>To know that everyone has different strengths.</p>	<p>To know how to share success with other people.</p> <p>To choose a realistic goal and think about how to achieve it.</p> <p>To work cooperatively in a group.</p> <p>I know about some of the strengths and interests someone might need to do different jobs.</p>	<p>To know about a person who has faced difficult challenges and achieved success.</p> <p>To know a dream/ambition that is important to me and to take responsibility for my own learning.</p> <p>I can set goals to help achieve my personal outcomes</p> <p>To manage feelings of frustrating and reflect and learn from experiences.</p>	<p>To know how disappointment feels and to reflect on personal experiences.</p> <p>To know how to make a new plan and set new goals even if I have been disappointed.</p> <p>To celebrate the successes of myself and others when participating in a group challenge</p> <p>I can recognise positive things about myself and my achievements.</p>	<p>To know about a range of jobs carried out by people I know and explore how much people earn in different jobs.</p> <p>To identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</p> <p>To describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can recognise a variety of routes into careers (e.g. college, apprenticeships, university.)</p>	<p>To know my learning strengths and set challenging but realistic goals for myself.</p> <p>To identify problems in the world that concern me and consider ways in which I can work with others to help make the world a better place.</p> <p>To know what might influence people's decisions about a job or career (including personal interest and values, family connections, strengths and qualities, and how stereotypes influence people's aspiration to certain jobs).</p> <p>To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice</p>



Spring 2

Health and wellbeing

Safeguarding

curriculum:

Keeping our bodies healthy

LO: To know some ways to keep myself clean.

To know different ways to stay healthy; activity, food, keeping clean.
I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet
I know about different ways to learn and play
I know when to take a break from time online or TV.

LO: To know some ways to keep myself healthy.

To know how to keep myself safe and healthy.
I can cross the road safely and identify the adults that can keep my safe.
I can explain ways I can keep myself healthy including diet and exercise.
I know why sleep is important and different ways to rest and relax.

LO: To understand what a healthy and balanced diet is.

I know what I need to keep my body healthy
I know the risks of eating too much sugar
I understand how medicines work in my body and how important it is to use them safely.
I can sort foods into the correct food groups and know which foods my body needs to keep healthy.

LO: To know some ways to keep myself safe.

I can tell you my knowledge and attitude towards drugs.
I can identify things, people and places that I need to keep safe from.
I can tell you some strategies for keeping myself safe including who to go to for help.
I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

LO: I know how to recognise mental ill health.

I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
I can recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
I can recognise when people are putting me under pressure and can explain ways to resist this.
I understand how the media and celebrity culture promotes certain body types.

LO: To know how to prepare myself for changes that I may face and recognise how these may affect my mental health.

To understand the risks of smoking and alcohol and its effects on the body.
I know that for some people gender identity does not correspond with their biological sex.
I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders).
I know about change and loss, including death and how these can affect feelings; ways of expressing and managing grief and bereavement.

LO: To know how to keep myself and my friends and family safe by responding and reacting to situations that can arise in my community.

I understand what it means to be emotionally well and can explore people's attitudes towards mental health/ illness .
I can evaluate when alcohol is being used responsibly, anti-socially or being misused.
I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.
I know how to respond and react in an emergency situations and how to identify situations that may require the emergency services; know how to contact them and what to say.



	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Summer 1 Relationships	LO: To think of some ways to manage my feeling.	LO: To know about my family and other families.	LO: To understand my relationships in my family.	LO: To identify the roles and responsibilities of family members.	LO: To explain relationships I am a part of.	LO: To know how to use technology safely when communicating with friends.	LO: To identify the most significant people in my life and learn ways to stand up for myself.
Safeguarding curriculum: Keeping Positive Relationships	I can think of ways to solve problems and stay friends. I can think of some ways to manage my feelings. I can identify some of the jobs I do in my family and how I feel like I belong.	can identify the members of my family . I understand that there are lots of different types of families.	To learn problem solving techniques to use in relationships. I can identify different members of my family, and understand my relationship with them. I accept that everyone’ family is different and understand that most people value their family.	I can identify the roles and responsibilities of each member of my family. I can reflect on the expectations for males and females in families around the world.	I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant. I can explain different points of view on an animal rights issue.	I can explain how to stay safe when use technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.	I can identify the most significant people to me in my life so far. I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.
Summer 2 Health and wellbeing	LO: To talk about ways to be healthy.	LO: To know how I have I have changed.	LO: To know how boys and girls are different and how they change as they get older.	LO: To identify how boys and girl bodies change.	LO: To learn strategies to help me cope with changes.	LO: To identify what I am looking forward to about being a teenager.	LO: To explain how bodies change during puberty and how to look after myself emotionally and physically.
Safeguarding curriculum: Keeping our bodies healthy Keeping ourselves safe	I can tell you some things I can do and foods I can eat to be healthy.	I can tell you some things about me that have changed and some things about me that have stayed the same. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I can tell you about changes that have happened in my life.	I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise the physical differences between boys and girls and use the correct names for the part of the body (penis, testicles, vagina) . I know that some parts of my body are private.	Knowledge—I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby I understand how babies grow and develop in the mother’s uterus. I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary	I understand some of the changes that occur as males and females grow older. I recognise how some of these changes may make someone feel. I have strategies that will help me cope with the physical and emotional changes that can occur during puberty I can identify changes that have been and may continue to be outside of my control that I learnt to accept.	I can explain how my body will change during puberty . I can describe how boys’ and girls’ bodies change during puberty. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.	I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary							
Living in the wider world	Belong, feelings, similar, different, rules, perseverance	Rights, views, responsibilities, consequences, choices, class charter, Obstacle, goal, success, challenge, difficult, overcome.	Fair, rights, responsibility. Realistic, persevere, co-operatively, achievement	Personal, point of view, Ambition, dream, motivated, enthusiastic, obstacles.	Included, excluded, community, role, democracy, Ambition, dream, motivated, enthusiastic, obstacles.	British, citizen, Career, motivation	Universal, rights, democracy, Challenging, realistic.
Relationships	Special, different, same., Lonely, solve, problems, manage feelings	Bully, unique, similarities, differences., Community, relationship, family, acceptable, unacceptable, appreciate	Stereotypes, assumption. Co-operate, conflict, positive problem solving, resolve, secret, trust.	Witness, hurtful, Male, female, influence, support,	Judge, appearance, target Distant, close.	Cultural, difference, racism, rumour, name calling., conflict. Accurate, characteristics, personal qualities, attracted.	Different perceptions, disability, power, Significant, grief, grieve, loss.
Health and wellbeing	Exercise, body, healthy, moving, resting, diet, sleep, germs, Visible body parts e.g. neck, wrist, thigh, elbow, cheek, navel. Adult, grow.	Hygiene, medicines, illness, disease, un/healthy, safely. Life cycle, changes, penis, testicles,	Food groups, energy, Nature, private	Exercise, heart, lungs, drugs, substances. Develop, mother, uterus.	Dynamics, alcohol, smoking, pressure., Egg, sperm, internal, external, menstruation (periods)	Tobacco, health risks, misusing, anti-social behaviour, emergency aid, Physically, emotionally, teenager	Altering, mood, evaluate, mental health, stress, teenager.