

Cycle B: 2022-23
(and every two years after this)

RSHE

WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



National Curriculum Purpose of Study: Relationships Education

| Topics | | By the end of primary school: |
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| | 1.Families and people who care for me | <p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| | 2.Caring friendships | <p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |
| | 3.Respectful relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. |

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| | 4.Online relationships | <p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. |
| | 5.Being safe | <p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. |

National Curriculum Purpose of Study: Physical health and mental wellbeing

| Topics | | By the end of primary school: |
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| | 6.Mental wellbeing | <p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| | 7.Internet safety and harms | <p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. |
| | 8.Physical health and fitness | <p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). |

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| | | <ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. |
| 9. Healthy eating | | <p>Pupils should know</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| 10. Drugs, alcohol and tobacco | | <p>Pupils should know</p> <ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| 11. Health and prevention | | <p>Pupils should know</p> <ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. |
| 12. Basic first aid | | <p>Pupils should know:</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| 13. Changing adolescent body | | <p>Pupils should know:</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. |

National Curriculum Purpose of Study: Sex Education

| National Curriculum statutory requirements | | Topics |
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| | | <p>Year 6</p> <p><i>My Body (Educator Solutions)</i></p> <p>Explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female organs.</p> |

Key Knowledge and Skills- Autumn Term '1' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- Jill Duman (Education Advisor – Safeguarding) to speak to families and staff about Computing and online safety. (**safeguarding**)

| Week | National Curriculum (NC) | EYFS | Y1/Y2 | Y3/Y4 | Y5/Y6 |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | Respectful relationships (throughout the year) Pupils should know: <ul style="list-style-type: none"> • That in school... they can expect to be treated with respect by others, and that in turn they should show due to respect to others, including those in position of authority. | Settling into the new school year <ul style="list-style-type: none"> • 7 Bees of Behaviour • Classroom routines and expectations in terms of behaviour and learning • School wide routines • Playtime and lunchtime rules and expectations • 'Getting to know you' games and activities • Etc. Create a working agreement for all RSHE lessons. | | | |
| 2 | Caring friendships (throughout the year) Pupils should know: <ul style="list-style-type: none"> • the characteristics of friendships. • how important friendships are in making us feel happy and secure, and how people choose to make friends. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | What makes a good friend? <ul style="list-style-type: none"> • Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • Friends are positive and welcoming towards others. • Friends do not make others feel lonely or excluded on purpose. How do we make friends? <ul style="list-style-type: none"> • Things in common, same points of view and opinions on things, feeling comfortable around them, etc. | | | |
| 3 | Online relationships (safeguarding) (Autumn term) Pupils should know: <ul style="list-style-type: none"> • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Internet safety and harms (safeguarding) (Autumn term) Pupils should know: | CEOP Jessie and Friends Episode 1: Watching videos (aimed at 4-5 year olds) Resource(s): Jessie Friends videos (thinkuknow.co.uk) | CEOP Jessie and Friends Episode 1: Watching videos (aimed at 4-5 year olds) Resource(s): Jessie Friends videos (thinkuknow.co.uk) | Purple Mash Internet safety quiz -do as a whole class as a way to review their knowledge Extra: mention Childline number, show website. | Purple Mash Internet safety quiz -do as a whole class as a way to review their knowledge Extra: mention Childline number, show website. |

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| | <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. Where and how to report concerns and get support with issues online. <p>Mental well-being</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | | | | |
| 4 | <p>Online relationships (safeguarding) (Autumn term)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> That people sometimes behave differently online. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we're anonymous. How information and data is shared and used online. <p>Internet safety and harms (safeguarding) (Autumn term)</p> <ul style="list-style-type: none"> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. The impact of positive and negative content online on their own and others' mental and physical wellbeing. <p>Mental well-being</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | <p>CEOP Jessie and Friends</p> <p>Episode 2: Sharing pictures (aimed at 5-6 year olds)</p> <p>Resource(s): Jessie Friends videos (thinkuknow.co.uk)</p> <p><i>5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</i> <i>Possible questions and discussion points in Lesson 1 PowerPoint.</i></p> | <p>CEOP Jessie and Friends</p> <p>Episode 2: Sharing pictures (aimed at 5-6 year olds)</p> <p>Resource(s): Jessie Friends videos (thinkuknow.co.uk)</p> <p><i>5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</i> <i>Possible questions and discussion points in Lesson 1 PowerPoint.</i></p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Jessie and Friends</p> <p>Lesson 1: Sharing pictures and videos (5-7s toolkit)</p> <p>Resource: <i>5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Band Runner</p> <p>Lesson 1: Online friendships and being kind online (8-10s toolkit)</p> <p>Extra: include use of social media apps like WhatsApp, TikTok, text messaging, etc.</p> <p>Resource: <i>8-10s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> |

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| 5 | <p>Online relationships (safeguarding) (Autumn term) Pupils should know:</p> <ul style="list-style-type: none"> • That people behave differently online. • How to recognise risks and harmful contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Internet safety and harms (safeguarding) (Autumn term)</p> <ul style="list-style-type: none"> • The importance of keeping personal information private. • Where and how to report concerns and get support with issues online. • The impact of positive and negative content online on their own and others' mental and physical wellbeing. • Where and how to report concerns and get support with issues online. <p>Mental well-being Pupils should know:</p> <ul style="list-style-type: none"> • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | <p>EYFS -review learning from previous weeks -watch and sing the 'Funny Tummy' song</p> | <p>CEOP Jessie and Friends Episode 3: Playing Games (aimed at 6-7 year olds)</p> <p>Resource(s): Jessie Friends videos (thinkuknow.co.uk)</p> <p>5-7s toolkit (on SharePoint – Staff – Documents – RSHE) Possible questions and discussion points in Lesson 3 PowerPoint.</p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Jessie and Friends Lesson 2: Chatting online (5-7s toolkit)</p> <p>Resource: 5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Band Runner Lesson 2: Sharing photos and videos (8-10s toolkit)</p> <p>Resource: 8-10s toolkit (on SharePoint – Staff – Documents – RSHE)</p> <p>Extra: mention Childline number, show website.</p> |
| 6 | <p>Respectful Relationships (throughout the year)</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. • that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others | <p>RE Week Why do people make pilgrimages? Why make a journey?</p> | <p>RE Week Why do people make pilgrimages? Why make a journey?</p> | <p>RE Week Why do people make pilgrimages? Why make a journey?</p> | <p>RE Week Why do people make pilgrimages? Why make a journey?</p> |
| 7 | <p>Online relationships (safeguarding) (Autumn term) Pupils should know:</p> <ul style="list-style-type: none"> • That people behave differently online. | <p>Review learning about online relationships and internet safety and harms.</p> <p>Suggestion: Class discussion and poster/mind map about</p> | <p>Review learning about online relationships and internet safety and harms.</p> <p>Suggestion: Class discussion and poster/mind map about</p> | <p>CEOP Jessie and Friends Lesson 3: Playing games (5-7s toolkit)</p> <p>Resource:</p> | <p>CEOP Band Runner Lesson 3: Livestreaming (8-10s toolkit)</p> <p>Resource:</p> |

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| | <ul style="list-style-type: none"> That the same principles apply to online relationships as to face-to-face relationships. How to recognise risks and harmful contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. <p>Internet safety and harms (safeguarding) (Autumn term)</p> <ul style="list-style-type: none"> The importance of keeping personal information private. Where and how to report concerns and get support with issues online. <p>Mental well-being Pupils should know:</p> <ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | <p>everything the children have learned and everything covered.</p> <p>-take photo, print, put into Class 1 RSHE book</p> | <p>everything the children have learned and everything covered.</p> <p>-take photo, print, put into Class 2 RSHE book</p> <p>Extra: mention Childline number, show website.</p> | <p><i>5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> | <p><i>8-10s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> |
| Weekly all term | <p>Physical health and fitness (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. <p>Healthy eating (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> What constitutes a healthy diet. <p>Respectful relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> The conventions of courtesy and manners <p>Health and prevention Pupils should know:</p> <ul style="list-style-type: none"> The importance of hand washing. | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, a class 'meet greeter', etc.</p> <p>Linked to our school's behaviour policy.</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, a class 'meet greeter', etc.</p> <p>Linked to our school's behaviour policy.</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, a class 'meet greeter', etc.</p> <p>Linked to our school's behaviour policy.</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, a class 'meet greeter', etc.</p> <p>Linked to our school's behaviour policy.</p> |

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| | | Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.). | Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.). | Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.). | Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.). |
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Key Knowledge and Skills- Autumn Term '2' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

| <u>Week</u> | <u>National Curriculum (NC)</u> | <u>EYFS</u> | <u>Y1/Y2</u> | <u>Y3/Y4</u> | <u>Y5/Y6</u> |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | <p>Respectful Relationships and Caring Friendships – see weeks 1 and 2 from previous half-term. (throughout the year)</p> <p>Online relationships (safeguarding) (Autumn term) Pupils should know:</p> <ul style="list-style-type: none"> • That people behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships. • How to recognise risks and harmful contact, and how to report them. • How to critically consider their online. <p>Internet safety and harms (safeguarding) (Autumn term) Pupils should know:</p> <ul style="list-style-type: none"> • Where and how to report concerns and get support with issues online. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | <p>Re-visit Respectful Relationships and Caring Friendships from week 1 and 2 of previous half-term.</p> | <p>Re-visit Respectful Relationships and Caring Friendships from week 1 and 2 of previous half-term.</p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Jessie and Friends Lesson 4: Friendships and socialising (5-7s toolkit)</p> <p>Resource: <i>5-7s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> | <p>CEOP Band Runner Lesson 4: Gaming (8-10s toolkit)</p> <p>Resource: <i>8-10s toolkit (on SharePoint – Staff – Documents – RSHE)</i></p> <p>Extra: mention Childline number, show website.</p> |

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| | <ul style="list-style-type: none"> Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>Mental well-being Pupils should know:</p> <ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | | | | |
| 2 | <p>Families and people who care for me Pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. <p>Being safe (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. | <p>Helping Hand Each child to create a 'helping hand' (with support from an adult). -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried about something or need help -lamine these hands -children or staff to keep in a safe place; revisit their helping hand throughout the year</p> | <p>Helping Hand Each child to create a 'helping hand' -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried about something or need help -lamine these hands -children or staff to keep in a safe place; revisit their helping hand throughout the year</p> | <p>Helping Hand Each child to create a 'helping hand' -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried about something or need help -lamine these hands -children or staff to keep in a safe place; revisit their helping hand throughout the year</p> | <p>Helping Hand Each child to create a 'helping hand' -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried about something or need help -lamine these hands -children or staff to keep in a safe place; revisit their helping hand throughout the year</p> |
| 3 | <p>Being safe (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. <p>Respectful Relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. about different types of bullying (including cyberbullying), the impact of | <p>Anti-bullying week Class chat about what is a bully, different types of bullying, etc (see NC statement). Activities for the week to be based on suggestions from the Anti Bullying Alliance website. Anti-Bullying Week (anti-bullyingalliance.org.uk)</p> | <p>Anti-bullying week Class chat about what is a bully, different types of bullying, etc (see NC statement). Activities for the week to be based on suggestions from the Anti Bullying Alliance website. Anti-Bullying Week (anti-bullyingalliance.org.uk)</p> | <p>Anti-bullying week Class chat about what is a bully, different types of bullying, etc (see NC statement). Activities for the week to be based on suggestions from the Anti Bullying Alliance website. Anti-Bullying Week (anti-bullyingalliance.org.uk)</p> | <p>Anti-bullying week Class chat about what is a bully, different types of bullying, etc (see NC statement). Activities for the week to be based on suggestions from the Anti Bullying Alliance website. Anti-Bullying Week (anti-bullyingalliance.org.uk)</p> |

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| | <p>bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Caring friendships (throughout the year)</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | | | | |
| 4 | <p>Mental wellbeing</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <p>Respectful Relationships (throughout the year)</p> <ul style="list-style-type: none"> • the importance of self-respect and how this links to their own happiness. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. | <p>My Feelings (EYFS)</p> <p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies to manage feelings.</p> <p>Resource: Education Solutions 'RSE Solution' KS1 book.</p> | <p>Review 'My Feelings (Y1)'.</p> <p>My Feelings (Y2)</p> <p>Recognise and celebrate their strengths and achievements, and set simple but challenging goals.</p> <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>Review 'My Feelings (Y3)'.</p> <p>My Feelings (Y4)</p> <p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> | <p>Review 'My Feelings (Y5)'.</p> <p>My Feelings (Y6)</p> <p>Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> <p>Include: Talk about stereotypes and what these are.</p> |

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| 5 | Basic First Aid (throughout the year) Pupils should know: <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. | Suggested plan: -If you get hurt at home or at school, who helps you? -What if someone gets hurt really badly? -Who are the emergency services (police, fire, ambulance, coast guard)? -What do they do? -Why might we need them? -What number do we call? -What information might we need to tell them? -Why is it important to only call in an emergency? Resources: -Twinkl People who help us call 999 poster -Twinkl 999 emergency song (SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid) | Suggested plan: See EYFS <i>plus</i> : -information to give the emergency services when you call 999 (reassure the children that they will probably be asked these questions anyways if they ever have to call 999, they don't need to memorise them!) Resources: -Twinkl 999 emergency song -Twinkl emergency information posters -Lionel the Lion poster (SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid) | St John Ambulance 'Emergencies and calling for help' lesson. Resources: -KS2 Emergencies and calling for help PowerPoint -KS2 QUIZ Calling for help (SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid) | St John Ambulance 'Emergencies and calling for help' lesson. Resources: -KS2 Emergencies and calling for help PowerPoint -KS2 QUIZ Calling for help (SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid) |
| 6 | Respectful Relationships (throughout the year) Pupils should know: <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others | RE Week Why is light an important symbol for different religions? | RE Week Why is light an important symbol for different religions? | RE Week Why is light an important symbol for different religions? | RE Week Why is light an important symbol for different religions? |
| 7 | Physical health and fitness Pupils should know: <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle (including obesity). | Suggested plan *Record what children say on a mind map, post-it notes or something similar. <u>1.Whole class chat</u> -what does 'being active' mean? | Suggested plan *Record what children say on a mind map, post-it notes or something similar. <u>1.Whole class chat</u> -what does 'being active' mean? | Link to our Science lessons this half-term. <i>Animals including Humans</i> - Identify that animals, including humans, need the right types and amount of nutrition. | Suggested plan Class discussion about the different National Curriculum statements. -see first column -record what children say on a mind map, post-it notes |

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| | <ul style="list-style-type: none"> How and when to seek support including which adults to speak to in school if they are worried about their health. <p>Health and prevention Pupils should know:</p> <ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health. <p>Other resource for KS1 and LKS2: BBC PSHE KS1: Super Mood Movers – Fit and well Brighton & Hove Albion mascot Gully the Seagull performs this upbeat Super Mood Movers song about the importance of staying fit and well. Super Mood Movers - Fit and well - BBC Teach</p> | <p>-what does keeping fit mean? -why is it important to keep fit? <u>2.Active game</u> -can you think of any games that need you to move about and be very active? -play an active game (e.g. Duck Duck Goose, keep a balloon in the air, What's the Time Mr Wolf, etc.) <u>3.Whole class chat</u> -what might happen to our bodies if we aren't active? -after we've been active and at the end of the day, what do we do? (go to bed) -why is it important to get a good night's sleep? <u>4.Game: Sleeping Lions</u> -settling down, breathing deeply, getting their lion selves ready for a good night's sleep so they will be rested and ready for all the running about and roaring that tomorrow will bring -read a story or play some music while the children are resting?</p> | <p>-what does keeping fit mean? -why is it important to keep fit? <u>2.Active game</u> -can you think of any games that need you to move about and be very active? -play an active game (e.g. Duck Duck Goose, keep a balloon in the air, hop-scotch, tag, etc.) <u>3.Whole class chat</u> -what might happen to our bodies if we aren't active? -after we've been active and at the end of the day, what do we do? (go to bed) -why is it important to get a good night's sleep? <u>4.Game: Sleeping Lions</u> -settling down, breathing deeply, getting their lion selves ready for a good night's sleep so they will be rested and ready for all the running about and roaring that tomorrow will bring -read a story or play some music while the children are resting?</p> | <p><i>-Identify that animals, including humans, cannot make their own food; they get nutrition from what they eat.</i></p> <p>Suggested plan -review Science learned from this half-term -discuss any RSHE NC statements that have not already been covered by the Science - record what children say on a mind map, post-it notes -take photos and stick photos in Class 3's RSHE book as evidence</p> | <p>-take photos and stick photos in Class 4's RSHE book as evidence</p> |
| Weekly all term | <p>Physical health and fitness Pupils should know:</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. <p>Healthy eating (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> What constitutes a healthy diet. <p>Respectful relationships</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults</p> |

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| | <p>Pupils should know:</p> <ul style="list-style-type: none"> The conventions of courtesy and manners. <p>Health and prevention</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of hand washing. | <p>is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> |
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Key Knowledge and Skills- Spring Term '1' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

| <u>Week</u> | <u>National Curriculum (NC)</u> | <u>EYFS</u> | <u>Y1/Y2</u> | <u>Y3/Y4</u> | <u>Y5/Y6</u> |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | Families and people who care for me (Spring term) Pupils should know: <ul style="list-style-type: none"> • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. | Every child and staff in the school to do the same activity. 1.Children are to imagine they are a planet. -they can design their own planet (what colours, design, etc. they would like to be) -this goes in the middle of a piece of paper (A3?) 2.Who are the people in their family? -each person is to be represented by a star; children can choose to write the people's names next to the star -the people who are really close to them (e.g. the people who live in the same house as them or who they see a lot or who help to take care of them) would have their star really close to the planet -the people who are not as close to them, or who they do not see as much (cousins? Aunts? uncles? Etc.) have a star a little further out from the planet -continue adding stars to their picture depending on who the children consider part of their family and how near or far they are (either physically or relationship wise) 3.Sharing their family pictures -give the staff and children an opportunity to share their picture with the class -celebrate the uniqueness and differences of all of the families -chat about what makes a family a family (love, care, trust, etc.) Things to consider... -is there anyone who they consider 'family' but isn't actually related by blood? For example, do their parents have a really close friend who they see quite often and this person is considered family even though they're not a blood relative? -is there anyone in their family who has passed away? Could this person/these people still have a star somewhere on their picture? | | | |
| 2 | Changing adolescent body (safeguarding) (Spring term) Pupils should know: <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly | My Body Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. | My Body (Y1 and Y2) Correctly name the main parts of the body, including external genitalia using scientific terms. | My Body (Y3 and Y4) Pupils know how their body may change as they grow and develop, how to care | My Body (Y5) Pupils can anticipate how their body may change as they approach and move through puberty. |

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| | <p>from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> About menstrual wellbeing including the key facts about the menstrual cycle. | <ul style="list-style-type: none"> Importance of hand washing <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>Pupil recognise how they grow and will change as they become older.</p> <p>Resource: Y1 and Y2, Educator Solutions 'RSE Solution KS1 book.</p> | <p>for their body and celebrate their uniqueness.</p> <p>Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> | <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> |
| 3 | <p>Respectful Relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. <p>Being safe (throughout the year) (safeguarding)</p> <ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to recognise and report feelings of being unsafe or feeling bad about any adult. how to ask for advice or help for themselves or others, and to keep trying until they are heard. | <p>My Relationships Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>Review 'My Relationships (Y1).</p> <p>My Relationships (Y2) Recognise different types of teasing and bullying, understanding that these are wrong and unacceptable.</p> <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>My Relationships (Y4) Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> | <p>My Relationships (Y6) Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> |

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| | <ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources. | | | | |
| 4 | <p>Families and people who care for me (Spring term)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <p>Respectful Relationships (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | <p><u>My Beliefs</u></p> <p>Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p>Resource: <i>Educator Solutions 'RSE Solution' KS1 book.</i></p> | <p><u>Review 'My Beliefs (Y1)'</u></p> <p><u>My Beliefs (Y2)</u></p> <p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p>Resource: <i>Educator Solutions 'RSE Solution' KS1 book.</i></p> | <p><u>Review 'My Beliefs (Y3)'</u></p> <p><u>My Beliefs (Y4)</u></p> <p>Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.</p> <p>Resource: <i>Educator Solutions 'RSE Solution' KS2 book.</i></p> | <p><u>My Beliefs (Y5)</u></p> <p>Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.</p> <p>Resource: <i>Educator Solutions 'RSE Solution' KS2 book.</i></p> |
| 5 | <p>Respectful Relationships (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. | <p><u>RE Week</u></p> <p>What can we learn from religions about deciding what is right and wrong?</p> | <p><u>RE Week</u></p> <p>What can we learn from religions about deciding what is right and wrong?</p> | <p><u>RE Week</u></p> <p>What can we learn from religions about deciding what is right and wrong?</p> | <p><u>RE Week</u></p> <p>What can we learn from religions about deciding what is right and wrong?</p> |
| 6 | <p>Mental well-being</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health. | <p>Children's Mental Health Week</p> <p>Activities for the week to be based on suggestions from the Place2Be's Children's</p> | <p>Children's Mental Health Week</p> <p>Activities for the week to be based on suggestions from the Place2Be's Children's</p> | <p>Children's Mental Health Week</p> <p>Activities for the week to be based on suggestions from the Place2Be's Children's</p> | <p>Children's Mental Health Week</p> <p>Activities for the week to be based on suggestions from the Place2Be's Children's</p> |

| | | Mental Health Week website. | Mental Health Week website. | Mental Health Week website. | Mental Health Week website. |
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| <i>Weekly all term</i> | <p>Physical health and fitness Pupils should know:</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. <p>Healthy eating (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> What constitutes a healthy diet. <p>Respectful relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> The conventions of courtesy and manners. <p>Health and prevention Pupils should know:</p> <ul style="list-style-type: none"> The importance of hand washing. | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> |

Key Knowledge and Skills- Spring Term '2' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and also to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

| Week | National Curriculum (NC) | EYFS | Y1/Y2 | Y3/Y4 | Y5/Y6 |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | <p>Being Safe (throughout the year) (safeguarding)</p> <ul style="list-style-type: none"> • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources. <p>Mental well-being Pupils should know:</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | <p>My rights and responsibilities Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p> <p>NSPCC Pantosaurus</p> <p>Resources: -Educator Solutions RSE Solution KS1 book -NSPCC resources (on SharePoint) -NSPCC Pants rule EVIDENCE FOR CLASS RSHE BOOK (on SharePoint)</p> <p>(SharePoint-Staff-Documents-RSHE-NSPCC Pantosaurus folder)</p> | <p>'My rights and Responsibilities' (Y2) Pupils can judge what kind of physical contact is acceptable, comfortable, uncomfortable and how to respond.</p> <p>NSPCC Pantosaurus</p> <p>Resources: -Educator Solutions RSE Solution KS1 book -NSPCC resources (on SharePoint) -NSPCC Pants rule EVIDENCE FOR CLASS RSHE BOOK (on SharePoint)</p> <p>(SharePoint-Staff-Documents-RSHE-NSPCC Pantosaurus folder)</p> | <p>'My Rights and Responsibilities' (Y3) Pupils understand the right to protect their body from unwanted touch.</p> <p>NSPCC Pantosaurus</p> <p>Resources: -Educator Solutions RSE Solution KS1 book -NSPCC resources (on SharePoint) -NSPCC Pants rule EVIDENCE FOR CLASS RSHE BOOK (on SharePoint)</p> <p>(SharePoint-Staff-Documents-RSHE-NSPCC Pantosaurus folder)</p> | <p>Review and discuss learning outcomes from Y2 and Y3: -I know that there are different types of touch -I understand that people need personal space -I understand that some touches are unsafe and know how to respond to these -I know that it is my right to decide who can touch my body -I have thought about the reasons why some people may need to touch my body -I know how to respond if someone touches my body without permission</p> <p>NSPCC Pantosaurus -same resources as YR-Y4</p> |
| 2 | <p>Being Safe (throughout the year) (safeguarding) Pupils should know:</p> <ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults; including that it is not always | <p>Asking for help Pupils can identify the special people in their lives, what makes them special</p> | <p>Asking for help (Y2) Pupils know the difference between secrets and surprises, and the importance of not keeping a</p> | <p>Asking for help (Y4) Pupils can recognise when they may need help to manage a situation and</p> | <p>Asking for help (Y6) Pupils develop the confidence and skills to know when, who and how to ask for help</p> |

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| | <p>right to keep secrets if they relate to being safe.</p> <p>Mental well-being (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | <p>and how special people care for one another.</p> <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>secret that makes them feel uncomfortable, worried or afraid.</p> <p>Resource: Educator Solutions 'RSE Solution' KS1 book.</p> | <p>have developed the skills to ask for help.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> | <p>independently or with support.</p> <p>Resource: Educator Solutions 'RSE Solution' KS2 book.</p> |
| 3 | <p>Families and people who care for me (Spring term)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. that others' families, either in school or in the wider world, sometimes look different from their family, but they should all respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are all at the heart of happy families, and are important for children's security as they grow up <p>Respectful Relationships (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. | <p>BBC Teach KS1 'Our Family' Video 1: Showing respect</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> -I can say what 'respect' means. -I can say why respecting people is important. -I can show respect to other people by what I say and do. <p>Resources:</p> <ul style="list-style-type: none"> -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - Showing respect - BBC Teach | <p>BBC Teach KS1 'Our Family' Video 1: Showing respect</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> -I can say what 'respect' means. -I can say why respecting people is important. -I can show respect to other people by what I say and do. <p>Resources:</p> <ul style="list-style-type: none"> -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - Showing respect - BBC Teach | <p>PSHE Association KS2 Families Lesson 1: Family Relationships</p> <p>Learning Outcomes:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> -recognise features of family life -identify the qualities of different family relationships -explain how families can support and care for each other -describe positive aspects of belonging to a family <p>Resource: PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder)</p> | <p>PSHE Association KS2 Families Lesson 1: Family Relationships</p> <p>Learning Outcomes:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> -recognise features of family life -identify the qualities of different family relationships -explain how families can support and care for each other -describe positive aspects of belonging to a family <p>Resource: PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder)</p> |

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| | <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Being safe (throughout the year) (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. where to get advice - for example, family, school and / or other sources. | | | | |
| 4 | <p>Families and people who care for me (Spring term)</p> <ul style="list-style-type: none"> See week 3 NC statements. <p>Respectful Relationships (throughout the year)</p> <ul style="list-style-type: none"> See week 3 NC statements. <p>Being safe (throughout the year) (safeguarding)</p> <ul style="list-style-type: none"> See week 3 NC statements. | <p>BBC Teach KS1 'Our Family' Video 6: Two mums</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> -I can say how families might look similar or different to other families. -I can describe families which look similar/different to my family. -I can name different people who might be in a family. -I can talk about different types of parents and how they show love and care for their children. -I can talk about the different things people in a family do together. <p>Resources:</p> <ul style="list-style-type: none"> -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - Two mums - BBC Teach | <p>BBC Teach KS1 'Our Family' Video 6: Two mums</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> -I can say how families might look similar or different to other families. -I can describe families which look similar/different to my family. -I can name different people who might be in a family. -I can talk about different types of parents and how they show love and care for their children. -I can talk about the different things people in a family do together. <p>Resources:</p> <ul style="list-style-type: none"> -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - Two mums - BBC Teach | <p>PSHE Association KS2 Families Lesson 2: Diverse families</p> <p>Learning outcomes:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> -Describe different family structures. -Identify what families have in common and how they can differ -Recognise that all family types should be valued and celebrated. <p>Resource:</p> <p>PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder)</p> | <p>PSHE Association KS2 Families Lesson 2: Diverse families</p> <p>Learning outcomes:</p> <p>Pupils will be able to:</p> <ul style="list-style-type: none"> -Describe different family structures. -Identify what families have in common and how they can differ -Recognise that all family types should be valued and celebrated. <p>Resource:</p> <p>PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder)</p> |

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| 5 | Respectful Relationships (throughout the year) Pupils should know: <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. | RE Week What is the relationship between religion and science? (Creation) | RE Week What is the relationship between religion and science? (Creation) | RE Week What is the relationship between religion and science? (Creation) | RE Week What is the relationship between religion and science? (Creation) |
| 6 | Families and people who care for me (Spring term) <ul style="list-style-type: none"> See week 3 NC statements. Respectful Relationships (throughout the year) <ul style="list-style-type: none"> See week 3 NC statements. Being safe (throughout the year) (safeguarding) <ul style="list-style-type: none"> See week 3 NC statements. | BBC Teach KS1 'Our Family' Video 2: When families change and grow Learning outcomes: -I can explain some ways that a family might grow and change. -I can name feelings around families growing and changing. -I can describe things people can do to help with not so good feelings. Resources: -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - When families change and grow - BBC Teach | BBC Teach KS1 'Our Family' Video 2: When families change and grow Learning outcomes: -I can explain some ways that a family might grow and change. -I can name feelings around families growing and changing. -I can describe things people can do to help with not so good feelings. Resources: -BBC My Family teacher notes (SharePoint-Staff-Documents-RSHE-Families and people who care for me folder) -Link to website: Our Family - When families change and grow - BBC Teach | PSHE Association KS2 Families Lesson 3: Family changes Lesson Outcomes: Pupils will be able to: -Describe some changes that can happen in a family. -Recognise how changes in a family can make someone feel. -Identify ways to manages changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy. Resource: PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder) | PSHE Association KS2 Families Lesson 3: Family changes Lesson Outcomes: Pupils will be able to: -Describe some changes that can happen in a family. -Recognise how changes in a family can make someone feel. -Identify ways to manages changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy. Resource: PSHE Association Planning (SharePoint-Staff-Documents-RSHE-Families and people who care for me-PSHE Association KS2 folder) |
| Weekly all term | Physical health and fitness Pupils should know: <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. Healthy eating (throughout the year) Pupils should know: | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. |

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| | <ul style="list-style-type: none"> What constitutes a healthy diet. <p>Respectful relationships (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The conventions of courtesy and manners. <p>Health and prevention</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of hand washing. | <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p><i>Linked to our school's behaviour policy.</i></p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> |
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Key Knowledge and Skills- Summer Term '1' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and also to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

| Week | National Curriculum (NC) | Class 1: EYFS/Y1 | Class 2: Y1/Y2 | Class 3: Y3/Y4 | Class 4: Y5/Y6 |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | <p>Respectful relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the importance of permission-seeking and giving in relationships with friends, peers and adults. (safeguarding) <p>Being safe (safeguarding) (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | <p>PSHE Association Lesson Consent Lesson 1: Asking for permission *Adapt this lesson to suit EYFS.* *Like Y1/Y2, split this lesson into two parts.*</p> <p>Resource: <i>PSHE lesson pack</i></p> <p><i>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS1 folder)</i></p> | <p>PSHE Association Lesson Consent Lesson 1: Asking for permission *Divide this lesson into two parts.*</p> <p>Resource: <i>PSHE lesson pack</i></p> <p><i>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS1 folder)</i></p> | <p>PSHE Association Lesson Consent Lesson 1: Giving and seeking permission</p> <p>Resource: <i>PSHE lesson packs</i></p> <p><i>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS2 folder)</i></p> | <p>PSHE Association Lesson Consent Lesson 1: Giving and seeking permission</p> <p>Resource: <i>PSHE lesson packs</i></p> <p><i>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS2 folder)</i></p> |
| 2 | <p>Respectful relationships (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships | <p>PSHE Association Lesson Consent Lesson 1: Asking for permission</p> | <p>PSHE Association Lesson Consent Lesson 1: Asking for permission</p> | <p>PSHE Association Lesson Consent Lesson 2 : Personal boundaries</p> | <p>PSHE Association Lesson Consent Lesson 2 : Personal boundaries</p> |

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| | <ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. the importance of permission-seeking and giving in relationships with friends, peers and adults. (safeguarding) <p>Being safe (safeguarding) (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | <p>*Adapt this lesson to suit EYFS.*</p> <p>*Continue lesson from last week.</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS1 folder)</p> | <p>*Continue lesson from last week.*</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS1 folder)</p> | <p>Resource: PSHE lesson packs</p> <p>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS2 folder)</p> | <p>Resource: PSHE lesson packs</p> <p>(SharePoint-Staff-Documents-RSHE-Consent (PSHE Association)-KS2 folder)</p> |
| 3 | <p>Basic First Aid (throughout the year) (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. <p>Additional resource for KS2: BBC Teach>Primary Resources>PSHE KS2>Dr Emeka's Essential First Aid Head injuries - BBC Teach</p> | <p>Suggested plan: head injuries</p> <p>*This lesson is a good opportunity for some role play – visually show the children what to do when someone bumps their head.</p> <p>1.Let's talk about our heads. -establish that our skull protects our brain</p> <p>2.When we hurt ourselves at school, who do we go and see? -adult in our class/on playground -dinner lady</p> <p>3.What happens if we bump our head? -what might we see? (bump, cut/scrape, red mark) -how might we feel? (dizzy, sick, headache)</p> <p>4.What do we need to do?</p> | <p>Suggested plan: head injuries</p> <p>*This lesson is a good opportunity for some role play – visually show the children what to do when someone bumps their head.</p> <p>1.Let's talk about our heads. -establish that our skull protects our brain</p> <p>2.When we hurt ourselves at school, who do we go and see? -adult in our class/on playground -dinner lady</p> <p>3.What happens if we bump our head? -what might we see? (bump, cut/scrape, red mark) -how might we feel? (dizzy, sick, headache)</p> <p>4.What do we need to do?</p> | <p>St John Ambulance 'Head injuries' lesson.</p> <p>Resources: -St John Ambulance lesson plan and PowerPoint</p> <p>(SharePoint-Staff-Documents-RSHE-Emergency Services and Basic First Aid-KS2 Head injuries folder)</p> | <p>St John Ambulance 'Head injuries' lesson.</p> <p>Resources: -St John Ambulance lesson plan and PowerPoint</p> <p>(SharePoint-Staff-Documents-RSHE-Emergency Services and Basic First Aid-KS2 Head injuries folder)</p> |

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| | | -find an adult for help -sit the person down -give them a cold compress (Mr Bump, ice pack, bag of frozen vegetables) to help reduce the swelling -keep an eye on them 5.If it's a really bad bump to the head, who might we call? -opportunity to go over learning from Autumn 2 (making an efficient call to the emergency services) | -find an adult for help -sit the person down -give them a cold compress (Mr Bump, ice pack, bag of frozen vegetables) to help reduce the swelling -keep an eye on them 5.If it's a really bad bump to the head, who might we call? -opportunity to go over learning from Autumn 2 (making an efficient call to the emergency services) | | |
| 4 | Health and Prevention (summer term) Pupils should know: <ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | <u>PSHE Association Lesson Dental Health</u> Lesson: Keeping our teeth healthy *Adapt lesson if necessary for EYFS. <i>Resource: PSHE Association planning and resources</i> <i>(SharePoint-Staff-Documents-RSHE-Dental Health)</i> | <u>PSHE Association Lesson Dental Health</u> Lesson: Keeping our teeth healthy <i>Resource: PSHE Association planning and resources</i> <i>(SharePoint-Staff-Documents-RSHE-Dental Health)</i> | <u>PSHE Association Lesson Dental Health</u> Lesson: Maintaining dental health <i>Resource: PSHE Association planning and resources</i> <i>(SharePoint-Staff-Documents-RSHE-Dental Health)</i> | <u>PSHE Association Lesson Dental Health</u> Lesson: Maintaining dental health <i>Resource: PSHE Association planning and resources</i> <i>(SharePoint-Staff-Documents-RSHE-Dental Health)</i> |
| 5 | Respectful Relationships (throughout the year) Pupils should know: <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others. | <u>RE Week</u> Why is there suffering in the world? | <u>RE Week</u> Why is there suffering in the world? | <u>RE Week</u> Why is there suffering in the world? | <u>RE Week</u> Why is there suffering in the world? |
| 6 | Health and Prevention (summer term) Pupils should know: | <u>PSHE Association Lesson The Sleep Factor</u> Lesson: Ready for Sleep | <u>PSHE Association Lesson The Sleep Factor</u> Lesson: Ready for Sleep | <u>PSHE Association Lesson The Sleep Factor</u> Lesson: | <u>PSHE Association Lesson The Sleep Factor</u> Lesson: |

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| | <ul style="list-style-type: none"> The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | <p>*Adapt lesson if necessary for EYFS.</p> <p>Resource: PSHE Association planning and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Sleep Factor folder)</p> | <p>Resource: PSHE Association planning and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Sleep Factor folder)</p> | <p>Taking care of myself: Getting a good night's sleep</p> <p>Resource: PSHE Association planning and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Sleep Factor folder)</p> | <p>Taking care of myself: Getting a good night's sleep</p> <p>Resource: PSHE Association planning and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Sleep Factor folder)</p> |
| Weekly all term | <p>Physical health and fitness</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. <p>Healthy eating (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> What constitutes a healthy diet. <p>Respectful relationships (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The conventions of courtesy and manners. <p>Health and prevention</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The importance of hand washing. | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p>Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p>Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p>Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> | <p>Weekly PE lessons (x2)</p> <p>Daily run</p> <p>Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.</p> <p>Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc.</p> <p>Linked to our school's behaviour policy.</p> <p>Children wash their hands before and after eating, after going to the toilet and other times throughout the day (after playtime, when they are dirty, etc.).</p> |

Key Knowledge and Skills- Summer Term '2' (Cycle B)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and also to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

| Week | National Curriculum (NC) | Class 1: EYFS/Y1 | Class 2: Y1/Y2 | Class 3: Y3/Y4 | Class 4: Y5/Y6 |
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| | | At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book. | | | |
| 1 | <p>Review week – what have we learned in RSHE this year?</p> <p>Year 6 Sex Education: how a baby is conceived and born (as per DfE's guidance (p.23) and Wreningham's RSHE policy). (Safeguarding)</p> | <p>Review week – what have we learned in RSHE this year?</p> <p>-create minds map(s) -what was most helpful? -take photos and put in class RSHE book -give mind map(s) and children's comments to RSHE lead</p> | <p>Review week – what have we learned in RSHE this year?</p> <p>-create minds map(s) -what was most helpful? -what would you change (if anything?) -thinking of children who are 1, 2, 3 years older than, you, what do you think they would like to learn? -take photos and put in class RSHE book -give mind maps and children's comments to RSHE lead</p> | <p>Review week – what have we learned in RSHE this year?</p> <p>-create minds map(s) -what was most helpful? -what would you change (if anything?) -thinking of children who are 1, 2, 3 years older than, you, what do you think they would like to learn? -take photos and put in class RSHE book -give mind maps and children's comments to RSHE lead</p> | <p>Year 5: Review week – what have we learned in RSHE this year?</p> <p>-create minds maps -what was most helpful? -what would you change (if anything?) -thinking of children who are 1, 2, 3 years older than, you, what do you think they would like to learn? -take photos and put in class RSHE book -give mind maps and children's comments to RSHE lead</p> <p>Year 6: My Body Sex Education (Safeguarding) Pupils can explain what intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. Resource: Educator Solutions RSE Solution KS2 book.</p> |

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| 2 | <p>Health and prevention (summer term)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | <p>PSHE Association Lesson Sun Safety</p> <p>Lesson 1: Keeping safe in the sun</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Sun Safety-KS1 folder)</p> <p>*Adapt lesson if necessary to suit EYFS.*</p> | <p>PSHE Association Lesson Sun Safety</p> <p>Lesson 1: Keeping safe in the sun</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Sun Safety-KS1 folder)</p> | <p>Linked to our learning in Science: Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>PSHE Association Lesson Sun Safety</p> <p>Lesson 1: Keeping safe in the sun</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Sun Safety-KS2 folder)</p> | <p>PSHE Association Lesson Sun Safety</p> <p>Lesson 1: Keeping safe in the sun</p> <p>Resource: PSHE lesson pack</p> <p>(SharePoint-Staff-Documents-RSHE-Sun Safety-KS2 folder)</p> |
| 3 | <p>Basic First Aid (throughout the year) (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries. <p>Additional resource for KS2: BBC Teach>Primary Resources>PSHE KS2>Dr Emeka's Essential First Aid Burns and scalds - BBC Teach</p> <p>Answer for KS1 question ("What should I do now?"):</p> <ol style="list-style-type: none"> Cool the burn: place it under cool running water for 20 minutes. You could time it on an adult's watch or phone (or Alexa device). After you've cooled the burn, gently remove jewellery or clothes near it, but if they're stuck, leave them there! Cover it – use cling film or a clean plastic bag. | <p>Suggested plan</p> <p>*This lesson is a good opportunity for some role play – visually show the children what to do.</p> <p>1.Adult role play – burn (dry heat)</p> <p>-teacher/TA to pretend to be ironing or cooking (use an iron, a pan, etc. to show the children this is what you're doing)</p> <p>-pretend you have touched a really hot part of the iron/pan/etc.</p> <p>-pretend that it really hurt</p> <p>-ask the children: "What should I do now?"</p> <p>2.Adult role play – scald (wet heat)</p> <p>-pretend you are boiling water in a pan and/or boiling a kettle</p> | <p>Suggested plan</p> <p>*This lesson is a good opportunity for some role play – visually show the children what to do.</p> <p>1.Adult role play – burn (dry heat)</p> <p>-teacher/TA to pretend to be ironing or cooking (use an iron, a pan, etc. to show the children this is what you're doing)</p> <p>-pretend you have touched a really hot part of the iron/pan/etc.</p> <p>-pretend that it really hurt</p> <p>-ask the children: "What should I do now?"</p> <p>2.Adult role play – scald (wet heat)</p> <p>-pretend you are boiling water in a pan and/or boiling a kettle</p> | <p>St John Ambulance 'Burns and scalds' lesson.</p> <p>Resources: -St John Ambulance lesson plan and PowerPoint</p> <p>(SharePoint-Staff-Documents-RSHE-Emergency Services and Basic First Aid-KS2 Burns and scalds folder)</p> | <p>St John Ambulance 'Burns and scalds' lesson.</p> <p>Resources: -St John Ambulance lesson plan and PowerPoint</p> <p>(SharePoint-Staff-Documents-RSHE-Emergency Services and Basic First Aid-KS2 Burns and scalds folder)</p> |

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| | | <p>-once the pretend water has boiled and there is steam, reach across the steam and pretend you have scalded yourself</p> <p>-pretend that it really hurt</p> <p>-ask the children: "What should I do now?"</p> <p>3.Review calling emergency services</p> <p>-only need to call 999 if it's really bad burn</p> <p>-most likely there will be an adult helping you out, so they help make that decision.</p> | <p>-once the pretend water has boiled and there is steam, reach across the steam and pretend you have scalded yourself</p> <p>-pretend that it really hurt</p> <p>-ask the children: "What should I do now?"</p> <p>3.Review calling emergency services</p> <p>-only need to call 999 if it's really bad burn</p> <p>-most likely there will be an adult helping you out, so they help make that decision.</p> | | |
| 4 | <p>Drugs, Alcohol and Tobacco (summer term) (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>*Adapt the 'KS1 Year 1-2' lesson to suit EYFS.</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 1 (KS1 Year 1-2)</p> <p>Keeping safe: things that go into and onto our bodies</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 1 (KS2 Year 3-4)</p> <p>Safety rules and risks: medicines and household products</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 1 (KS2 Year 5-6)</p> <p>Managing risk: medicines</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> |
| 5 | <p>Drugs, Alcohol and Tobacco (summer term) (safeguarding)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>*Adapt the 'KS1 Year 1-2' lesson to suit EYFS.</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 2 (KS1 Year 1-2)</p> <p>Keeping healthy: medicines</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 2 (KS2 Year 3-4)</p> <p>Safety rules and risks: alcohol and smoking</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> | <p><u>PSHE Association lesson Drug and alcohol education</u></p> <p>Lesson 2 (KS2 Year 5-6)</p> <p>Managing risk: legal and illegal drugs</p> <p>Resource:</p> <p>-PSHE Association lesson plans and resources</p> <p>(SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder)</p> |

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| 6 | Drugs, Alcohol and Tobacco (summer term) (safeguarding) Pupils should know: <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | PSHE Association lesson Drug and alcohol education *Adapt the 'KS1 Year 1-2' lesson to suit EYFS. Resource: -PSHE Association lesson plans and resources (SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder) | PSHE Association lesson Drug and alcohol education Lesson 3 (KS1 Year 1-2) Keeping safe: medicines and household products Resource: -PSHE Association lesson plans and resources (SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder) | PSHE Association lesson Drug and alcohol education -Review learning from past two weeks -Make a poster to summarise their learning | PSHE Association lesson Drug and alcohol education Lesson 3 (KS2 Year 5-6) Managing risk: influences and pressure Resource: -PSHE Association lesson plans and resources (SharePoint-Staff-Documents-RSHE-Drugs, Alcohol and Tobacco folder) |
| 7 | Health and prevention Pupils should know: <ul style="list-style-type: none"> The importance of handwashing. | Review the importance of handwashing. Children to draw a picture/create a poster linked to this. | Review the importance of handwashing. Children to draw a picture/create a poster linked to this. | Review the importance of handwashing. Children to draw a picture/create a poster linked to this. | Review the importance of handwashing. Children to draw a picture/create a poster linked to this. |
| Weekly all term | Physical health and fitness Pupils should know: <ul style="list-style-type: none"> The importance of building regular exercise into daily and weekly routines and how to achieve this. Healthy eating (throughout the year) Pupils should know: <ul style="list-style-type: none"> What constitutes a healthy diet. Respectful relationships (throughout the year) Pupils should know: <ul style="list-style-type: none"> The conventions of courtesy and manners. Health and prevention Pupils should know: <ul style="list-style-type: none"> The importance of hand washing. | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy. Children wash their hands before and after eating, after going to the toilet and | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy. Children wash their hands before and after eating, after going to the toilet and | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy. Children wash their hands before and after eating, after going to the toilet and | Weekly PE lessons (x2) Daily run Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles. Good manners and respect towards children and adults is insisted upon daily in class and around the school. This includes say 'please' and 'thank you', holding doors open for each other, good listening skills, etc. Linked to our school's behaviour policy. Children wash their hands before and after eating, after going to the toilet and |

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