

Subject: RSHE (see Computing Curriculum Map for additional Online Safety – Education for a Connected World)

### National Curriculum Links

By the end of Primary:

#### **Families and people who care for me**

Pupils should know:

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

#### **Caring friendships**

Pupils should know:

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

#### **Respectful relationships**

Pupils should know:

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

### **Online relationships**

Pupils should know:

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

### **Being safe**

Pupils should know:

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact

how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know

how to recognise and report feelings of being unsafe or feeling bad about any adult

how to ask for advice or help for themselves or others, and to keep trying until they are heard,

how to report concerns or abuse, and the vocabulary and confidence needed to do so

where to get advice, for example family, school or other sources

Year group: EYFS (Nursery/Reception)

Topic	All about families and friendships	My Relationships	My Beliefs	My Rights and Responsibilities	Money and Work	Online safety	Healthy Life Style Incl. emotional wellbeing/ mental health and physical wellbeing	My Body	Keeping Safe (incl. drugs and alcohol)
Skills ELG: See Personal, Social and Emotional Development section	*Identify a person who cares for me *Identify friendly and unfriendly behaviour	*Identify a way someone is special to me	*Learn how to listen to other people and play and work cooperatively	*Name groups that they belong to e.g family, class, club *Name different groups in the community	*Recognise real life money *Role play paying for items in a shop or other environment	*Ask an adult to check games/websites	*Know how to brush teeth	*Say a way I am unique *Name basic body parts	*Identify which adults keep me safe
Key knowledge	*Roles of people at school and home *When to say sorry and thank you	*Recognise ways someone in my family/ carer is special	*Identify and express likes/dislikes/preferences	*Identify different groups we belong to- home community, school community, my classroom community	*Identify different jobs and the people who help us	*Understand we always need to have a grown up to check and approve the sites we are visiting	<b>Physical Health</b> <b>Healthy eating</b> *Name different foods *Express opinions on different foods *Recognise some foods from the Eat Well Guide *Explain importance of eating different food	*Know the importance of basic personal hygiene *Learn how to maintain personal hygiene	*Know when to ask for help *Learn basic rules for recognising substances *Identify which substances/ objects are safe and which are not

							<ul style="list-style-type: none"> <li>*Understand the importance of being active every day</li> <li>*Understand that tooth brushing is part of routine personal care</li> <li>*Learn it is important to go to the dentist regularly</li> </ul>		
							<p><b>Mental health and Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Name feelings</li> <li>Recognise feelings in ourselves in others</li> <li>*Find practical ways to manage feelings</li> </ul>		
Key vocabulary	Friends, teachers, parents, sibling, grandparents, relatives, families								
Assessment of progress	Ongoing through Tapestry End of year EYFS assessment								

Subject: RSHE

Year group: Year 1

Topic	All about families and friendships	My Relationships	My Beliefs	My Rights and Responsibilities	Money and Work	Online safety	Healthy Life Style Incl. emotional wellbeing/ mental health and physical wellbeing	My Body	Keeping Safe (incl. drugs and alcohol)
Skills	<ul style="list-style-type: none"> <li>*Say a way my family is special</li> <li>*Identify some common features of family life</li> <li>*Identify how to be a good friend to others</li> <li>Identify attributes they would like in a friend</li> </ul>	<ul style="list-style-type: none"> <li>*Identify the special people they can talk to if they are worried</li> <li>*Attract the help of someone they trust when they need it</li> </ul>	<ul style="list-style-type: none"> <li>*Identify ways to be polite, friendly and respectful to others</li> <li>*Understand and use strategies to solve disagreements Through negotiation</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and respect similarities and differences between people and celebrate this</li> </ul>	<ul style="list-style-type: none"> <li>*Discuss who keeps us safe in the community</li> <li>*Identify coins /notes/</li> <li>*Suggest different ways to look after money</li> </ul>	<ul style="list-style-type: none"> <li>*Log in and log out of networks</li> <li>*Ask an adult to check the sites we visit online</li> </ul>	<p><b>Physical health</b></p> <ul style="list-style-type: none"> <li>*Talk about the food they like and explain reasons</li> <li>*Identify how body feels before and after exercise</li> <li>*Identify ways to be more active</li> <li>*Sequence the steps from brushing teeth</li> </ul> <p><b>Mental health and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>*Recognise and describe feelings in themselves and others</li> <li>*Describe how feelings make their bodies feel</li> <li>*Identify who can help with their feelings and how to help others</li> </ul>	<ul style="list-style-type: none"> <li>*Say a way I am unique and special</li> <li>*Correctly name the main parts of the body incl external genitalia using scientific terms</li> </ul>	<ul style="list-style-type: none"> <li>*Draw human body with mouth, nose, skin</li> <li>*Talk about basic function of heart and lungs</li> <li>*Recognise some risks in home and in every day situations</li> <li>*Name people who can help in different situations</li> </ul>

Key knowledge	<ul style="list-style-type: none"> <li>*Know every family is unique and special</li> <li>*Know some ways to be a good friend</li> <li>*Understand some features of a good friend</li> </ul>	<ul style="list-style-type: none"> <li>*Know there are special people who form a support network</li> <li>*Know ways to attract the help of a trusted person when they need it</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the importance of listening to others</li> <li>*Learn how behaviour affects others;</li> <li>*Understand the importance of being polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>*Know that there are similarities and differences between people</li> <li>Understand it is important to celebrate these</li> <li>*Understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn why rules are needed, and why different rules are needed for different situations</li> <li>*Know the names of the groups of people that help in the community</li> <li>*Know what money is</li> <li>*Know the forms that money comes in.</li> </ul>	<ul style="list-style-type: none"> <li>*Know the internet can be used to find information</li> <li>*Learn to be careful with what we share online</li> <li>*Understand we always need to have a grown up who checks and approves the sites we are visiting</li> </ul>	<p><b>Physical well being</b></p> <ul style="list-style-type: none"> <li>*Know food/ water are basic requirements for life</li> <li>*Know people choose different food for different reasons</li> <li>*Understand exercise is important for body and mind</li> <li>*Know what plaque is</li> <li>*Know the correct amount of tooth paste to use and how to use correctly</li> </ul> <p><b>Mental health and emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Continue to learn and know the names of different feelings/emotions</li> <li>*Know to seek they help of a trusted adult</li> <li>*Know the names of adults who can help</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise that I am special and unique</li> <li>*Know the correct, Scientific names for body parts</li> </ul>	<ul style="list-style-type: none"> <li>*Know how medicines get into bodies</li> <li>*Know common risks around the home</li> <li>*Know ways to stay safe in familiar and unfamiliar environments</li> <li>*Understand why rules are important</li> <li>*Have an understanding of what to do in an emergency situation</li> </ul>
Key vocabulary	<ul style="list-style-type: none"> <li>Friends,</li> <li>teachers,</li> <li>parents, sibling,</li> <li>grandparents,</li> <li>relatives, families</li> </ul>	<ul style="list-style-type: none"> <li>feelings, help,</li> <li>private,</li> <li>uncomfortable,</li> <li>safe, unsafe,</li> <li>permission</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour,</li> <li>school, kind,</li> <li>feelings, respect,</li> <li>polite, rules,</li> <li>sharing</li> </ul>	<ul style="list-style-type: none"> <li>Rules, care,</li> <li>environment,</li> <li>recycling,</li> <li>differences</li> </ul>	<ul style="list-style-type: none"> <li>Strengths,</li> <li>interests,</li> <li>community,</li> <li>jobs, work</li> </ul>	<ul style="list-style-type: none"> <li>Internet,</li> <li>digital,</li> <li>devices,</li> <li>safety, online</li> </ul>	<ul style="list-style-type: none"> <li>Healthy, hygiene,</li> <li>care, unhealthy,</li> <li>balance, safe</li> </ul>	<ul style="list-style-type: none"> <li>Unique,</li> <li>special, same,</li> <li>different,</li> <li>feelings,</li> <li>recognise</li> </ul>	<ul style="list-style-type: none"> <li>Safe, restrictions,</li> <li>online, trust,</li> <li>feelings</li> </ul>

Assessment of progress	<p><b>Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion/ brain storm/ mind map</li> <li>• Drama techniques</li> <li>• Graffiti wall</li> <li>• Quiz/ questionnaire</li> <li>• Washing line</li> <li>• Points on a scale</li> <li>• Sorting cards/ statements</li> <li>• Responding to scenario</li> <li>• Explain to an 'alien'</li> <li>• Draw and write</li> </ul> <p><b>Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)</b> Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).</p> <p><b>Additional ideas:</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Produce resources/ materials for younger students</li> <li>• Lead a discussion/ be in role of 'teacher'</li> </ul> <p><b>Record/ tick success criteria/ I can statements</b></p>
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Subject: RSHE

Year group: Year 2

Topic	All about families and friendships	My Relationships	My Beliefs	My rights and responsibilities	Money and Work	Online safety	Healthy Life Style	My Body	Keeping Safe (incl. drugs and alcohol)
Skills	*Identify the ways in which people and families are unique and	*Name the people they trust who can help when needed	*Judge what kind of physical contact is acceptable, comfortable and how to respond	*Discuss how people and other living things have different needs; *Discuss ways to take care for	*Identify where money comes from *Identify needs and wants *Suggest ways to look after money	*Identify basic rules to keep safe online, including what is meant by personal	<b>Physical Health</b> *Identify what they eat/drink at different	*Recognise how they grow and will change as they become older	*Explain a way that medicines and other substances could affect them

	<p>celebrate their differences</p> <p>*Recognise the difference between teasing and bullying and understand when these are wrong and unacceptable</p>	<p>*Attract the help of trusted adults when needed</p>	<p>*Recognise things in common with others and differences</p> <p>*Suggest ways to play and work cooperatively with others</p> <p>*Share an opinion politely</p> <p>*Listen to others opinions politely</p>	<p>people, animals and the environment</p>		<p>information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>times of the day</p> <p>*Identify the 5 food groups</p> <p>*Know '5 a day' can come from different sources</p> <p>*Identify different ways to be more active</p>	<p>*Identify ways to manage difficult feelings associated with changes</p>	<p>*Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>*Name people who can help in different situations</p>
							<p><b>Mental health and emotional wellbeing</b></p> <p>*Identify different types of feelings</p> <p>*Suggest a way/ a few ways to help themselves when they experience big feelings</p> <p>*Recognise their own achievements and strengths</p> <p>*Set simple but challenging goals</p>		

Key knowledge	<ul style="list-style-type: none"> <li>*Understand that there are different types of families incl those who may be different to their own</li> <li>*Explain what bullying is</li> <li>*Explain what they can do if they are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>*Know who to ask for help at school and home</li> <li>*Understand there can be a positive outcome if they ask for help</li> <li>*Understand the importance of not keeping a secret that makes them feel uncomfortable, a afraid or worried</li> <li>*Know some things are private incl parts of body</li> <li>*Know some basic techniques for resisting pressure and not doing things that make them feel unsafe</li> <li>*Know how to respond to adults they don't know</li> </ul>	<ul style="list-style-type: none"> <li>*Know and identify acceptable and unacceptable physical contact</li> <li>*Understand how to respond to unacceptable physical contact</li> <li>*Understand it is important to respect the similarities and differences in everyone</li> <li>*Understand the benefits of playing and working cooperatively with others</li> <li>*Know it is important to listen to others politely</li> <li>*Understand it is important to share an opinion politely</li> </ul>	<ul style="list-style-type: none"> <li>*Name the groups of people in the community who help us</li> <li>*Understand the role of different groups of people in the community</li> <li>*Know people and living things have different needs</li> <li>*Know basic ways to care for people and living things</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the money comes from different sources</li> <li>*Know that people can make different choices about how to save and spend money</li> <li>*Know the difference between needs and wants</li> <li>*Understand money needs to be looked after</li> </ul>	<ul style="list-style-type: none"> <li>*Know the internet and digital devices can be used to find things out and how to use them safely</li> <li>*Understand that not all information online is true</li> <li>*That people can behave differently online</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Know they need to eat food regularly</li> <li>*Learn about different foods on different occasions</li> <li>*Understand exercise is important for body and mind</li> <li>Identify how body feels before and after exercise</li> <li>*Understand milk teeth are lost and adult teeth remain for rest of lives</li> <li>*Understand need to look after teeth</li> <li>*Know what a cavity is</li> </ul>	<ul style="list-style-type: none"> <li>*Understand what happens as we grow older</li> <li>*Know people's needs change as they grow older</li> <li>*Know how to manage when finding thing difficult</li> <li>*Continue to name all the main parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>*Know that medicines and other substances can affect them in different ways incl harm</li> <li>*Know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</li> <li>Understand that different people are there to keep them safe</li> <li>*Understand what to do in an emergency situation inc. calling 999 and what to say</li> </ul>
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							<b>Mental health and emotional Wellbeing</b> *Understand feelings change *Know not everyone experiences feelings in the same way *Know about big feelings and how to manage them		
Key vocabulary	Kindness, listening, honesty, friends, inclusion, arguments, help	Online, bullying, feelings, differences, secrets, uncomfortable, worried	Classmates, friends, common, differences, groups, situations, discussions, reasons	Groups, roles, teams, faiths, responsibilities, community	Currency, jobs, banks, savings, money, spending	Internet, purpose, value, content, recognise	Routines, mental health, growing, changing, teeth, dentist, feelings,	Routines, mental health, growing, changing, teeth, dentist, feelings,	Medicines, safety, unsafe, danger, accident, emergency

**Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)**

- Questioning
- Discussion/ brain storm/ mind map
- Drama techniques
- Graffiti wall
- Quiz/ questionnaire
- Washing line
- Points on a scale
- Sorting cards/ statements
- Responding to scenario
- Explain to an 'alien'
- Draw and write

**Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)**

Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).

**Additional ideas:**

- Presentation
- Produce resources/ materials for younger students
- Lead a discussion/ be in role of 'teacher'

**Record/ tick success criteria/ I can statements**

Subject: RSHE

Year group: Year 3

Topic	All about families and friendships	My Relationships	My Beliefs	My rights and responsibilities	Money and Work	Online safety	Healthy Life Style (incl. oral health)	My body	Keeping Safe (incl. drugs and alcohol)
Skills	<ul style="list-style-type: none"> <li>*Identify some of the different ways a family can care for each other</li> <li>*Recognise different types of friendships</li> <li>*Explain why friendships are valuable</li> <li>*Name ways friends show they care</li> </ul>	<ul style="list-style-type: none"> <li>*Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships</li> <li>*Identify the difference between a secret and a surprise</li> <li>*Identify safe and unsafe touch</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to explain how to solve disagreements/ conflict amongst peers</li> <li>*Identify when to ask for help</li> <li>*Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise the difference between rules and laws</li> <li>*Recognise the relationship between rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>*Describe where money comes from</li> <li>*Name some different ways to pay for things</li> <li>*Explain why people might use these ways to pay for things</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise risks online</li> <li>*Consider the truth of the content of websites</li> <li>*Recognise the meaning of age restrictions symbols on digital media and devices</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Discuss key health messages associated with each food group (from eatwell guide)</li> <li>*Identify functions of heart</li> <li>*Identify changes they can make to increase daily physical activity</li> </ul> <p><b>Mental health and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>*Give examples of different feelings and emotions</li> <li>*Give examples of everyday things/events that can affect people</li> </ul>	<ul style="list-style-type: none"> <li>*Identify ways their body changes</li> <li>*Say ways they are unique</li> <li>*Name ways they can care for their body</li> <li>*Discuss ways to manage set backs</li> </ul>	<ul style="list-style-type: none"> <li>*Identify hazards around the home and in other environments</li> <li>*Know how to predict and manage risk in different situations</li> <li>*Identify different people who can help</li> <li>*Call for help</li> <li>*Identify some strategies for saying no when under pressure</li> </ul>

Key knowledge	<ul style="list-style-type: none"> <li>*Understand a feature of positive family life is a caring relationship</li> <li>*Understand there can be different types of friendships</li> <li>*Know why friendships can be valuable</li> <li>*Understand how to be a good friend</li> <li>*Understand what makes a good friend</li> <li>*Know how to maintain friendships</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the difference between secrets and surprise, knowing when it is right to break confidence and share a secret</li> <li>*Pupils understand the right to protect their body from unwanted touch.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the importance of respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<ul style="list-style-type: none"> <li>*Understand rights and responsibilities in school and other environments</li> <li>*Learn what democracy is and respecting the democratic process</li> <li>*Understand how to care and respect environment and animals</li> </ul>	<ul style="list-style-type: none"> <li>*Understand where money comes from and the relationship between job/work</li> <li>*Know the different ways to pay for things</li> <li>*Know some risks associated with money</li> <li>*Know ways to keep money safe</li> </ul>	<ul style="list-style-type: none"> <li>*To know what makes a safe password.</li> <li>* Understand methods for keeping passwords safe</li> <li>*Understand how the Internet can be used in effective communication</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Identify the food in each group (eatwell guide)</li> <li>*Learn about food from around the world</li> <li>* Understand why exercise is important for a healthy heart</li> <li>*Know a balanced diet can keep teeth healthy</li> <li>*Identify certain foods which are good/bad for oral health</li> </ul> <p><b>Mental health and emotional wellbeing</b></p> <ul style="list-style-type: none"> <li>*Understand that feelings/emotions are part of a person's health and wellbeing</li> <li>*Recognise feelings can change throughout the day</li> <li>*Describe everyday things that could help a person feel good/better</li> </ul>	<ul style="list-style-type: none"> <li>*Know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand new independence brings new responsibilities</li> <li>*Understand the reasons for age restrictions (in relation to media)</li> <li>*Understand hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>*Understand that substances enter the body in different ways</li> <li>*Know they can choose not to use substances such as tobacco</li> </ul>
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Key vocabulary	Recognise, respect, stability, love, support, caring, unsafe	Family, classmates, boundaries, relationships, respect, safe, behaviour, bullying	Respect, help, responsible, self-respect, polite, cultures, society	Laws, society, human rights, responsibilities, rights, police	Jobs, vocation, myths, stereotypes, teamwork, achievements	Leisure, online, reliable, websites, choices	Choices, healthy, unhealthy, influence, habits, lifestyle, physical	Valuable, contributions, self-worth, setbacks, challenges, identity	Hazards, risks, alarms, safety, rules, environment
Assessment of progress	<p><b>Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion/ brain storm/ mind map</li> <li>• Drama techniques</li> <li>• Graffiti wall</li> <li>• Quiz/ questionnaire</li> <li>• Washing line</li> <li>• Points on a scale</li> <li>• Sorting cards/ statements</li> <li>• Responding to scenario</li> <li>• Explain to an 'alien'</li> <li>• Draw and write</li> </ul> <p><b>Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)</b> Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).</p> <p><b>Additional ideas:</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Produce resources/ materials for younger students</li> <li>• Lead a discussion/ be in role of 'teacher'</li> </ul> <p><b>Record/ tick success criteria/ I can statements</b></p>								

Subject: RSHE

Year group: Year 4

Topic	All about families and friendships	My Relationships	My Beliefs	My rights and responsibilities	Money and Work	Online safety	Healthy Life Style (incl oral health)	My Body	Keeping Safe (incl. drugs and alcohol)
Skills	<ul style="list-style-type: none"> <li>*Discuss different family dynamics/relationships</li> <li>*Name the different types of bullying</li> <li>*Develop strategies for managing disputes amongst peers</li> <li>*Know and understand when they need to ask for help</li> <li>*Explore idea of direct/indirect bullying</li> </ul>	<ul style="list-style-type: none"> <li>*Judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond</li> <li>* Discuss how to manage confidentiality (when it is right to keep or break a confidence or share a secret)</li> <li>*Discuss how to respond to hurtful behaviour</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise differences and similarities between people arise from a number of factors Inc. family and personal identity</li> <li>*Recognise the importance of self respect</li> <li>*Listen to and respond to other people in a respectful way</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise the reason for rules and laws</li> <li>*Recognise the importance of caring for the environment</li> <li>*Name some ways to look after the environment</li> </ul>	<ul style="list-style-type: none"> <li>*Explain what skills are needed for a range of jobs and why people go to work</li> <li>*Recognise that people make spending decisions based on priorities, needs and wants</li> <li>*Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise risks online</li> <li>*Identify the risks and benefits of installing software including apps</li> <li>*Identify appropriate behaviour when participating or contributing to collaborative online projects for learning</li> <li>*Identify the positive and negative influences of technology on health and the environment</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Give examples of different types of diet</li> <li>* Set a challenging goal and know this is empowering</li> <li>*Explain how sugar can damage teeth</li> <li>*Describe how to brush teeth</li> </ul> <p><b>Mental Health and Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Name a wide range of feelings and emotions and match to a scale of intensity</li> <li>*Describe different ways feelings and emotions can be expressed</li> <li>*Identify ways to manage feelings and emotions in different situations</li> </ul>	<ul style="list-style-type: none"> <li>* Reflect on how their body has changed</li> <li>*Anticipate body changes, understanding that some are related to puberty</li> </ul>	<ul style="list-style-type: none"> <li>*Share own ideas/understanding of alcohol/caffeine/tobacco</li> <li>*Name some of the effects of alcohol</li> </ul>

Key knowledge	<ul style="list-style-type: none"> <li>*Understand the different ways a family can care for each other</li> <li>*Understand and discuss different family dynamics/relationships</li> <li>*Understand the concept of direct/indirect bullying</li> </ul>	<ul style="list-style-type: none"> <li>*Learn how to report concerns and seek help if worried or uncomfortable about someone's behaviour</li> <li>*Know when it is important to break confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>*Understand that similarities and differences arise from a number of factors</li> <li>*Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves</li> </ul>	<ul style="list-style-type: none"> <li>*Learn what makes a community and discuss shared responsibilities</li> <li>*Learn about how every day choices affect the environment</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the different decisions people have to make about how to spend their money</li> <li>*Understand that some jobs pay more than others and that money is one factor in choosing a job</li> <li>*Understand the choices they make about work and money with affect their lives</li> </ul>	<ul style="list-style-type: none"> <li>*Understand how they can protect themselves from online identity theft</li> <li>*Understand that information put online leaves a digital footprint</li> <li>*Understand the importance of balancing game and screen time with other parts of their lives</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Know the word 'diet' means all the food and drink we consume</li> <li>*Know food gives us energy</li> <li>*Know different amounts of food give different amounts of energy</li> <li>*Know they need strength and stamina to move/lift/carry</li> <li>*Know that sugar can harm teeth and how/why</li> <li>*Learn more about brushing technique</li> </ul> <p><b>Mental Health and Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Know how feelings are experienced in the body</li> <li>*Know the names of a wide range of feelings and emotions</li> <li>*Know that feelings and emotions can be expressed in different ways</li> <li>*Know different ways to manage</li> </ul>	<ul style="list-style-type: none"> <li>*Understand changes the body may experience during puberty</li> <li>*Learn about personal hygiene routines</li> <li>*If appropriate learn some key facts about the menstrual cycle</li> </ul>	<ul style="list-style-type: none"> <li>*Understand there are influences on making choices about smoking/alcohol/drugs and they can make a choice</li> <li>*Know alcohol is a legal drug and there are laws to keep children/young people safer</li> </ul>
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							feelings and emotions		
Key vocabulary	Friendships, positive, digital devices, communicating, contact, online, healthy	Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending	Recognise, gender, race, faith, values, respect, differences, include	Community, belonging, differences, volunteering, compassion, responsibilities	Budgets, value, important, payment, charities	digital footprint, organisations, online, adverts, fact/ fiction	Balance, healthy, recognise, illness, support, care, dental health	Identify, hygiene, emotion, help, puberty, information	Medicines, drug, cigarettes, habit, e-cigarettes, vaping
Assessment of progress	<p><b>Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Discussion/ brain storm/ mind map</li> <li>• Drama techniques</li> <li>• Graffiti wall</li> <li>• Quiz/ questionnaire</li> <li>• Washing line</li> <li>• Points on a scale</li> <li>• Sorting cards/ statements</li> <li>• Responding to scenario</li> <li>• Explain to an 'alien'</li> <li>• Draw and write</li> </ul> <p><b>Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)</b> Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).</p> <p><b>Additional ideas:</b></p> <ul style="list-style-type: none"> <li>• Presentation</li> <li>• Produce resources/ materials for younger students</li> <li>• Lead a discussion/ be in role of 'teacher'</li> </ul> <p><b>Record/ tick success criteria/ I can statements</b></p>								

Subject: RSHE

Year group: Year 5

Topic	All about families and friendships	My Relationships	My Beliefs	My Rights and Responsibilities	Money and Work	Online safety	Healthy Life Style	My Body	Keeping Safe (incl. drugs and alcohol)
Skills	<p>*Recognise and explain the shared features of healthy family life</p> <p>*Recognise and respect that there are different types of family structure</p>	<p>*Identify the relationships that I am in</p> <p>*Recognise the skills needed to respond to an unhealthy relationship</p> <p>*Have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission</p> <p>*Consider how to manage accidental exposure to explicit images, and upsetting online material, including who to talk about what they have seen</p>	<p>*Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>*Identify how to respond respectfully to a wide range of people; recognising</p>	<p>*Value the different contributions that people and groups make to the community</p> <p>*Explore ways to boost their mood and improve emotional wellbeing about the link between participating in interests, hobbies and community groups and mental wellbeing</p>	<p>*Recognise that people have different attitudes towards saving and spending money</p>	<p>*Review sources of support when using technology and children's responsibility to one another in their online behaviour</p>	<p><b>Physical Health</b></p> <p>*Reflect on own diet and proportion of food groups consumed</p> <p>*Make link between exercise and calories</p> <p>*Identify different types of teeth and functions</p> <p>*Compare functions of human teeth with animals</p> <hr/> <p><b>Mental Health &amp; Emotional Wellbeing</b></p> <p>*Explain what is meant by mental health</p> <p>*Identify behaviours that can support mental health</p> <p>*Explore concept of gratitude</p>	<p>*Anticipate how their body may change as they approach and move through puberty.</p>	<p>*Identify reasons why children/young people might take risks or try new things</p> <p>*Identify what solvents are</p>

			prejudice and discrimination						
Key knowledge	<ul style="list-style-type: none"> <li>*Understand the features of a healthy family life</li> <li>*Know what to do if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> <li>*Learn that we are all different and that there are protected characteristics</li> <li>*Learn that it is unacceptable to discriminate against anyone</li> <li>*Understand the importance of seeking support if feeling lonely or excluded</li> </ul>	<ul style="list-style-type: none"> <li>*Understand and recognise healthy and unhealthy relationships, and how these can make someone/ them feel</li> </ul>	<ul style="list-style-type: none"> <li>*Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying</li> </ul>	<ul style="list-style-type: none"> <li>*Understand what diversity means and the benefits of living in a diverse community</li> <li>*Learn about valuing diversity within communities</li> <li>*Learn about protecting the environment</li> <li>*Understand how to show compassion towards others</li> <li>*Understand there are human rights, that are there to protect everyone</li> </ul>	<ul style="list-style-type: none"> <li>*Understand what influences people's decisions about what makes something 'good value for money'</li> <li>* Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</li> <li>*Learn about the different ways to pay for things and the choices people have about this</li> </ul>	<ul style="list-style-type: none"> <li>* Gain a greater understanding of the impact that sharing digital content can have</li> <li>*Know how to maintain secure passwords</li> <li>*Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this</li> <li>*Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online</li> <li>*Understand the importance of keeping personal</li> </ul>	<p><b>Physical Health</b></p> <ul style="list-style-type: none"> <li>*Understand the proportions of food needed to form a balanced diet.</li> <li>*Understand the relationship between physical movement and obesity</li> <li>*Understand energy is expended when they exercise</li> </ul> <p><b>Mental Health &amp; Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Understand how emotions may change as they approach and move through puberty</li> </ul>	<ul style="list-style-type: none"> <li>*Understand how puberty may affect emotions</li> <li>*Know how to respond to overwhelming emotions</li> <li>*Know how the male body can be affected by puberty</li> <li>*Know how the female body can be affected by puberty</li> <li>*Understand about how these body changes might make people feel about themselves</li> </ul>	<ul style="list-style-type: none"> <li>*Name the effects on solvents and risks</li> <li>*Understand that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>*Learn about the risks and effects of legal drugs common to everyday life about what is meant by first aid;</li> </ul>

	* Learn how friendships can change over time					information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact			
Key vocabulary	Healthy, friendships, relationship, influence, communication, support, peer	Permission, contact, uncomfortable, unacceptable, secret, worried, concerned	Treated, equally, respect, discrimination, bullying, online, report, safety	Resources, protecting, environment, actions, compassion, responsibility	Jobs, ambition, career, conditions, inclusion, diversity	Identify, purpose, fact, opinion, stereotypes, reliable, information	Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies	personal identity, gender, recognise, respect, express, well being	Unsafe, emergency, risk, FGM, injuries, responsibility

**Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)**

- Questioning
- Discussion/ brain storm/ mind map
- Drama techniques
- Graffiti wall
- Quiz/ questionnaire
- Washing line
- Points on a scale
- Sorting cards/ statements
- Responding to scenario
- Explain to an 'alien'
- Draw and write

**Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)**

Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).

**Additional ideas:**

- Presentation
- Produce resources/ materials for younger students
- Lead a discussion/ be in role of 'teacher'

**Record/ tick success criteria/ I can statements**

Subject: RSHE

Year group: Year 6

Topic	All about families and friendships	My Relationships	Respecting Ourselves and Others	Belonging to a Community Rights and Responsibilities	Money and Work	Media and Digital Resilience	Healthy Life Style	Growing and Changing	Keeping Safe (incl. drugs and alcohol)
Skills	<p>*Explain expectations and responsibilities of being in a close relationship and recognise how relationships may change or end and what can help people manage this.</p> <p>*Name strategies to respond to hurtful behaviour experienced or witnessed</p>	<p>*Identify the ways to maintain positive and healthy relationships</p> <p>*Recognise when a relationship is unhealthy and know who to talk to for support</p> <p>*Judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>*Recognise and respect personal boundaries and everyone's right to privacy</p>	<p>*Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>*Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>* Have some strategies for challenging stereotypes**</p> <p>How to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>*Recognise that people make spending decisions based on priorities, needs and wants</p> <p>*Name different ways to keep track of money</p> <p>* Explain why budgeting can be helpful and how a budget can be made</p> <p>* Discuss the impact money can have on people's emotional wellbeing.</p>	<p>*Identify benefits and risks of mobile devices broadcasting the location of the user/device</p> <p>* Identify secure sites by looking for privacy seals of approval</p> <p>*Identify the benefits and risks of giving personal information</p> <p>* Review the meaning of a digital footprint</p> <p>*Identify the positive and negative influences of technology on health and the environment</p>	<p><b>Physical Health</b></p> <p>*Name foods that contain a lot of nutrients</p> <p>*Explain why fibre is important</p> <p>* Feel empowered to exercise regularly</p> <p>* Identify decay and learn how to prevent this</p> <hr/> <p><b>Mental Health and Emotional Wellbeing</b></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>* Describe what can impact mental health</p> <p>*Recognise conflicting emotions</p> <p>*Identify positive actions to support mental health incl. support network</p>	<p>*Recognise some of the changes as they grow up e.g., increasing independence</p> <p>*Think about what being more independent might be like, including how it may feel</p>	<p>*Identify some names/slang names if drugs</p> <p>*Recognise the effects of illegal drugs on body in particular cannabis</p> <p>*Explore stereotypes around drug use</p>

		*Develop the confidence and skills to know when, who and how to ask for help independently, or with support							
Key knowledge	*Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing *Understand strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others *Learn about what constitutes a positive, healthy relationship and	*Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know *Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies	*Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online *Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM)	*Learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; *Learn about prejudice;	*Understand ways to keep track of money and plan a simple budget *Learn about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations	*Have a clear idea of appropriate online behaviour * Begin to understand how information online can persist *Understand the importance of balancing game and screen time with other parts of their lives.	<b>Physical Health</b> *Know different types of food/drinks provide nutrients in different amounts *Understand nutrients are carbohydrates, protein, fat, vitamins and minerals *Understand why fibre is important *Know nutrients are released through digestion *Know that exercise involves coordination and the benefits that go far beyond fitness *Understand different types of food can have different effects on their teeth	*Pupils learn what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female organs *Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help prevent this	* Learn about what is meant by first aid; basic techniques for dealing with common injuries strategies for keeping safe in the local environment or unfamiliar places *Learn about the importance of taking medicines correctly and using household products

	that relationships can change over time *Understand different kinds of loving relationships and describe the qualities that enable these relationships to flourish	for managing this *Realise the nature and consequences of discrimination, including the use of prejudice based language			*Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)		<b>Mental Health and Emotional Wellbeing</b> *Learn how feelings and emotions are affected and can be managed *Learn about feelings when facing a move/change *Recognise common causes of worry/challenges/opportunities		safely, (e.g. following instructions carefully) *Know that some drugs are illegal
Key vocabulary	Relationship, attraction, healthy, commitment, love, marriage	Friendship, pressure, dares, unsafe, worried, guidance, support	Values, behaviours, respect, disagreements, conflict, views, listen	Prejudice, discrimination, challenge, stereotypes, influence	Role, value, work, finances, risk, gambling	Contacting, communicating, safety, social media, sharing, age restrictions, connecting	Feelings, mental health, conflict, support, changes, bereavement, balance, online	Independence, changes, secondary, routines, intercourse, contraception	online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media

**Baselines Assessment Tasks (before new teaching takes place- carry out a baseline assessment before starting a new piece of learning)**

- Questioning
- Discussion/ brain storm/ mind map
- Drama techniques
- Graffiti wall
- Quiz/ questionnaire
- Washing line
- Points on a scale
- Sorting cars/ statements
- Responding to scenario
- Explain to an 'alien'
- Draw and write

**Assessment of learning (at the end of a piece of learning –measure progress from starting point, use to evidence progress and inform future teaching)**

Repeat or revisit the baseline assessment task – use colour or add to baseline activity (see examples at the end of the document).

**Additional ideas:**

- Presentation
- Produce resources/ materials for younger students
- Lead a discussion/ be in role of 'teacher'

**Record/ tick success criteria/ I can statements**Assessment Examples

Useful for assessing:	Baseline Assessment Activity	End Point Activity to demonstrate progress
Skills, attributes	Questioning	Revisit key questions, extending with higher order questions. Invite pupils to think of key questions for future learning.
Skills, attributes	Discussion	Revisit main arguments from baseline discussion
Skills, strategies, attributes	Brainstorming	If written down, revisit in a different colour – add, amend, expand.
Knowledge. Understanding	Role play- drama techniques	Repeat activity, showing how strategies have developed/changed and demonstrating new skills; script a conversation or role-play on a related but more challenging situation

Knowledge, understanding	Storyboards/ cartoon script	Revisit in a different colour – add, amend, expand, change; role-play their revised script.
Skills, attributes	Responding to a scenario/ video clip	If written down, revisit in a different colour – add, amend, expand; discuss or write down any changes to their response as a result of the learning.
Skills, knowledge, attributes	Mind map/ spider diagram	Revisit in a different colour – add, amend, expand.
Skills, strategies, attributes	Graffiti wall	Revisit in a different colour – add, amend, expand; answer questions written on the wall at the beginning and think of key questions for future learning
Skills, strategies, knowledge	Quiz/ Questionnaire	Repeat quiz; ask pupils to write a new set of quiz questions for peers to answer
Knowledge , understanding, skills, strategies	Continuum/ washing line	Repeat the activity, asking pupils to discuss whether- and if so how far- they have moved along the continuum and why; photograph new continuum or washing line positions and compare with photo of baseline positions
Knowledge, understanding, skills, strategies	Points on scale	Pupils rate themselves on the same scale in the light of the new learning
Skills, strategies, knowledge, attributes	Draw or write	Revisit in a different colour – add, amend, expand
Skills, knowledge, attributes	Explain to an 'alien' or other character	Revisit in a different colour – add, amend, expand; think of additional questions for the alien to ask to explore the concept further and answer each other's questions.
Skills, knowledge	Card sorting	Repeat the card sort; photograph and compare to a photo of the original; justify verbally or in writing any changes to the order resulting from the new learning