



RSHE

EYFS		
ELG – Personal, Social, Emotional Development	Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs.
	Managing Self	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly
	Self-Regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
ELG – Communication & Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

		Families and Relationships					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Relationships education	By the end of primary school	<p style="text-align: center;">Families and people who care for me</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 					
		<p style="text-align: center;">Caring friendships</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. 					



		<ul style="list-style-type: none"> 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. 					
		<p style="text-align: center;">Respectful relationships</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. 					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Skills	Exploring how families are different to each other	Understanding ways to show respect for different families.	Learning that problems can occur in families and that there is help available if needed.		Identifying ways families might make children feel unhappy or unsafe.	
	Knowledge	To understand that families look after us. To know some words to describe how people are related (eg. auntie, cousin). To know that some	To know that families can be made up of different people. To know that families may be different to my family.	To know that I can talk to trusted adults or services such as Childline if I experience family problems.		To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111.	



		information about me and my family is personal.					
Friendships	Skills	Exploring how friendship problems can be overcome. Exploring friendly behaviours	Understanding difficulties in friendships and discussing action that can be taken	Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs.	Exploring physical and emotional boundaries in friendships.	Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship.	Identifying ways to resolve conflict through negotiation and compromise.
	Knowledge	To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.	To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing.	To know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. To know that violence is never the right way to solve a friendship problem	To understand the different roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body.	To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise.
Respectful relationships	Skills		Exploring the conventions of manners in different situations.	Identifying who I can trust. Exploring the negative impact of stereotyping.	Exploring the conventions of manners in different situations.	Exploring and questioning the assumptions we make about people based on how they look.	Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes.
	Knowledge	To know that it is called stereotyping when people think of things as being 'for	To understand what good manners are. To understand some stereotypes related to jobs.	To know that trust is being able to rely on someone and it is an important part of relationships. To	To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability	To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially	To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes



		boys' or 'for girls' only.		understand that there are similarities and differences between people.		on the grounds of race, age, sex, or disability	can lead to bullying and discrimination.
Change and Loss	Skills		Exploring how loss and change can affect us.		Discussing how to help someone who has experienced a bereavement		Exploring the process of grief and understanding that it is different for different people.
	Knowledge		To know that there are ways we can remember people or events		To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies
Topic		Paws and Claws	Dragons	Scrapheap challenge	Amazia	To Infinity and Beyond	May the Norse be with you!
Vocab		Behaviour Care Emotions Family Feelings Friend Friendly Problem Stereotype	Friendship Love Manners	Bullying Communicate Empathy Open questions Similar Solve Sympathy Trust	Act of kindness Authority Bereavement Boundaries Bystander Permission	Attributes Cyberbullying Marriage Secret wedding	Authority Conflict Earn Expectation Grief Grieving Resolve Respect
Cross-curricular Links		Diversity curriculum			Safety British Values		



		Health and Wellbeing					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Physical health and mental wellbeing	By the end of primary school	Mental wellbeing					
		<ul style="list-style-type: none"> • 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. 					



		Physical health and fitness					
		<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). • How and when to seek support including which adults to speak to in school if they are worried about their health 					
		Healthy eating					
		<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). 					
		Health and prevention					
		<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. 					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and prevention	Skills	Learning how to wash hands properly. Learning how to deal with an allergic reaction.	Exploring the effect that food and drink can have on my teeth	Understanding why it is important to look after my teeth.	Developing independence in looking after my teeth.	Developing independence for protecting myself in the sun.	Discussing ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health.
	Knowledge	To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain	To know that food and drinks with lots of sugar are bad for my teeth.	To understand ways to prevent tooth decay	To know key facts about dental health.	To understand the risks of sun exposure.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness.



		foods and other things can cause allergic reactions in some people					
Physical health and wellbeing	Skills	Exploring positive sleep habits.	Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal.	Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.		Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep.	Setting achievable goals for a healthy lifestyle.
	Knowledge	To know that sleep helps my body to repair itself, to grow and restores my energy.	To understand the balance of foods we need to keep healthy.	To know the different food groups and how much of each of them we should have to have a balanced diet.		To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	To know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).
Mental wellbeing	Skills	Identifying different ways to manage feelings.	Exploring strategies to manage different emotions. Developing empathy. Exploring the need for perseverance and developing a growth mindset.	Being able to breakdown a problem into smaller parts to overcome it.	Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	Taking responsibility for my own feelings.	Developing strategies for being resilient in challenging situations
	Knowledge	To know that strengths are things we are good at. To know	To know that we can feel more than one emotion at a time. To know	To understand the importance of belonging. To understand what a	To know that it is normal to experience a range of emotions. To know that mental health refers to our		To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the



		that qualities describe what we are like. To know the words to describe some positive and negative emotions.	that a growth mindset means being positive about challenges and finding ways to overcome them.	problem or barrier is and that these can be overcome.	emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.		effects technology can have on mental health.
Topic		Big Lights Big City	Celebrations	Scrapheap challenge	Amazia	Eureka	Tiempo de Fiesta
Vocab		Allergy Emotions Feelings Germs Ill (poorly) Qualities Relax	Diet Exercise Goal Growth mindset Healthy Physical activity Relaxation Skill Strengths	Alone Balance Barriers Belonging Identity Lonely Resilience	Fluoride Mental health Negative emotions Positive emotions Visualise	Fail Protect Responsibility Steps	Antibodies Habit Vaccination
Cross-curricular		Safety curriculum			Dental hygiene		



		Safety and the Changing Body					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Relationships education	By the end of primary school	Online relationships					
		<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. 					
		Being safe					
		<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. <p style="text-align: center;">Where to get advice e.g. family, school and/or other sources</p>					



National Curriculum Physical health and mental wellbeing	Internet safety and harms							
	<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. 							
	Drugs, alcohol and tobacco							
	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 							
	Changing adolescent body							
	<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. 							
	Basic first aid							
		<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. 						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Being safe (Including	Skills		Discussing the concept of privacy. Exploring ways to stay safe online.	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable.	Developing an understanding of how to ensure relationships online are safe	Exploring online relationships including dealing with problems.	



				responsible digital citizen. Identifying things people might do near roads which are unsafe.	Learning about the benefits and risks of sharing information online.		
	Knowledge	To know that some types of physical contact are never appropriate.	To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online. To understand the difference between secrets and surprises.	To understand that cyberbullying is bullying which takes place online. To know the rules for being safe near roads.	To understand that there are risks to sharing things online. To know the difference between private and public	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	To understand that online relationships should be treated in the same way as face-to-face relationships. To know where to get help with online problems.
Drugs, alcohol and tobacco	Skills	Learning what is and is not safe to put in or on our bodies.	Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make.	Discussing the benefits of being a non-smoker.	Learning to make 'for' and 'against' arguments to help with decision making.	Discussing the reasons why adults may or may not drink alcohol.
	Knowledge	To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can.	To understand that other people can influence our choices.	To understand the risks associated with smoking tobacco.	To know some strategies I can use to overcome pressure from others and make my own decisions.	To understand the risks associated with drinking alcohol.



The changing adolescent body	Skills				Discussing some physical and emotional changes during puberty	Identifying reliable sources of help with puberty.	Discussing problems which might be encountered during puberty and using knowledge to help.
	Knowledge		To know the names of parts of my body including private parts.		To understand the physical changes to both male and female bodies as people grow from children to adults	To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people.	To understand how a baby is conceived and develops.
Basic first aid	Skills	Practising making an emergency phone call.		Learning what to do in a medical emergency, including calling the emergency services.		Learning about how to help someone who is bleeding.	Placing an unresponsive patient into the recovery position.
	Knowledge	To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.		To know that it is important to maintain the safety of myself and others, before giving first aid.		To know how to assess a casualty's condition. To know what to do if someone has a severe bleed, nose bleed or a minor bleed.	To know how to conduct a primary survey (using DRSABC).



Identity	Skills							Exploring how the media might influence our identity To be respectful to those of different identities. To accept differences of others.
	Knowledge							To know that identity is the way we see ourselves and also how other people see us. To know different ways I can identify including race, sexuality and gender.
Topic		Moon Zoom - Space	Light and dark	H2Woah	Epic Empires	Dragon Dynasty		Tiempo de Fiesta Identity – Survival of the Fittest
Vocab		Accident Drug Emergency Hazards Medicine Physical Contact Polite Respect Role Trust	Medicine Pedestrian Private Secret Surprise Penis Testicle/testes Vulva Vagina	Allergic Anaphylaxis Bullying Casualty Choice Cyberbullying Decision Distraction Fake Influence Injuries	Age restriction Asthma Law Protect Puberty Public Tobacco Breasts Genitals	Attraction Decision Friend Influence Menstruation/period Bladder Cervix Clitoris Egg or ova Ejaculation Erection Fallopian tube Labia Nipples Ovary/ovaries Pubic hair Scrotum	Sperm duct Urethra Uterus Vaginal opening Voice breaking Wet dreams womb	Alcohol Internet trolling Pregnant <u>Sex ed:</u> Conception Fertilisation Sexual intercourse Sperm <u>Identity:</u> LGBT+ - Lesbian, Gay, bisexual, Transgender, pansexual, asexual Cis-male, cis-female, trans, non-binary
Cross-curricular			Safeguarding and safety curriculum			Safeguarding and safety curriculum		Diversity curriculum Safety curriculum



		Citizenship and Economic Wellbeing – Non-Statutory					
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	By the end of						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	Skills	Recognising why rules are necessary. Exploring the differences between people	Explaining why rules are in place. Learning how to discuss issues of concern to me.	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights.	Discussing how we can help to protect human rights. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Developing an understanding of how parliament and Government work	Discussing how education and other human rights protect us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.
	Knowledge	To know the rules in school. To understand that people are all different.	To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To understand that everyone has	To understand the UN Convention on the Rights of the Child. To know that the local council is responsible for looking after the local area. To know that elections are	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that there are a number of groups which make up the local community.	To know what happens when someone breaks the law. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.	To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.



			similarities and differences.	held where adults can vote for local councillors. To understand the role of charities in the community.			
Vocab		Care, Democracy Different Fair Pet Responsibility Rule Similar Unique vote	Election Environment Identity Job Opinion Rule School council Volunteer vote	Charity Community Consequence Council Councillor Law Recycling Rights United Nations/UN	Authority Cabinet Council officer Diversity Human rights Local government Protect Reuse	Defendant Freedom of expression government House of Commons Judge Jury Member of Parliament (MP) Parliament Pressure group Prime Minister Trial	Authority Conflict Earn Expectation Grief Grieving Protected characteristics Resolve Respect
Economic wellbeing	Skills	Discussing what to do if we find money. Exploring choices people make about money.	Identifying whether something is a want or need. Recognising that people make choices about how to spend money.	Considering the advantages and disadvantages of different payment methods.	Identifying negative and positive influences that can affect our career choices.	Discussing risks associated with money	Identifying jobs which might be suitable for them.
	Knowledge	To know that coins and notes have different values. To know some of the ways children may receive money. To know that it	To know some of the ways in which adults get money. To know the difference between a 'want' and 'need'. To know some of the	To understand that there are different ways to pay for things. To understand that there are a range of jobs available. To understand that	To understand the importance of tracking money. Exploring ways to overcome stereotypes in the workplace.	To know some ways that people lose money, including gambling.	To know different career opportunities. To know I am not limited to one avenue, that I can explore different careers and areas of expertise. To know I do not have to go to university, but it is an option. To know that for certain careers I have to attend university and others I do not. To know that my gender does not limit my career prospects.



		is wrong to steal money.	features to look at when selecting a bank account.	some stereotypes can exist around jobs but these should not affect people's choices.			
Vocab		Banks and building societies Cash Earn Save Skill Spend value	Coind Need Notes Priority Want	Budget Expense Feeling Qualification Stereotype	Bank balance Bank statement Career Debit card	Discrimination Expenditure Income Interest Repayment	Gambling PIN
Topic		Citizenship – Splendid Skies Economic wellbeing - Growing	Citizenship – Traditional Tales Economic wellbeing – Pirate life and me	Citizenship – Hakuna Matata Economic wellbeing – I Do Like to be Beside the Seaside	Citizenship – Incredible Industry Economic wellbeing – All the Fun of the Fair	Citizenship - Dragon Dynasty Economic wellbeing – Circles of Life	Citizenship – Peace in our Time? Economic wellbeing – Survival of the Fittest
Cross-curricular							