Greenacres
PRIMARY ACADEMY

Our RSHE Curriculum (2026)

Introduction to the 2026 curriculum

From September 2026, schools must follow statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education from the Department for Education. This covers subjects that are often referred to as PSHE (Personal Social Health and Economic education). As relationships education is compulsory for all primary pupils, at Greenacres this is referred to as RSHE.

The changes are a response to to challenges that children may face in the world today, including the exposure to harmful content online. There is now an even greater emphasis on online safety and wellbeing. Personal safety topics (including road, railways, water and fire) are more specific. There is discussion on change, loss and bereavement ad the feelings that these may cause.

In health education, young children from EYFS are taught the correct names for parts of their bodies (including genitalia). When appropriate (from around age 8) children in KS2 are taught about how their bodies will begin to change during puberty.

Our RSHE Intent

At Greenacres, it is our goal to present our children with the knowledge, skills and experiences that will set them on the path to realising their dreams and achieving their potential. We aim to prepare them for life in today's and tomorrow's society: in the local community, in the wider United Kingdom, the globalised world and in their digital lives online. We want to help them understand and empathise with all the other people that they will meet as well as those whom they will never meet. We must equip them with the mental tools to cope with the social and emotional pressures that they will encounter in education and beyond.

Our RSHE Implementation

Using Coram Life Education's SCARF, our RSHE curriculum covers all aspects of SMSC (spiritual, moral, social and cultural development), RSE (relationships and sex education) and health education required by law, delivered through a sensitive and content-rich programme. When particular issues arise (such as bullying, for example), teachers can use the planning tool to select specific issues and address them with age-appropriate lessons.

In whole school assemblies, we explore various issues in relation to British Values and the UNCRC (United Nations Convention on the Rights of the Child), including SMSC, SRE or current affairs. These are explored through stories, explanations and discussions. BBC Newsround is watched daily in classrooms, prompting questioning and discussions from inquisitive children.

This provides a trustworthy source of news and information, as well as allowing children to engage with current affairs and stories that will interest them.

Our Year 6 Health Champions help to organise termly event days to promote physical and mental wellbeing, as well as promoting healthy lifestyles across the school.

Because of its essential importance to our children's lives, RSHE is one of the subjects that is taught weekly, throughout the year, most whereas other foundation subjects are blocked

SPA PRIMARY 5-PHASE FRAMEWORK



Pupil Voice

Retrieval	Model	Guided Practice	Independent Practice	Review
What do I already know?	What will I learn today?	How can I do this with help?	How can I show what I've learned by myself?	What do I know now?

SPA PRIMARY 5-PHASE FRAMEWORK

1 Retrieval

- Activates prior knowledge to prepare for new learning.
- Connects previous learning with today's learning.
- Opportunities for whole-class feedback, e.g. revisit misconceptions/mistakes from previous learning; examples/non-examples; green-pen corrections.

2 Model

- Share Learning Objective and success criteria clearly.
- "I do": Teacher-led direct instruction.
- Revisit and introduce key knowledge and skills explicitly with worked examples.
- Address common misconceptions.

3 Guided Practice

- "We do": Teacher and students work through examples together.
- "You do": Pupils attempt tasks with scaffolding and feedback.
- Encourages collaborative learning and peer discussion.

4 Independent Practice

- Pupils apply learning independently to consolidate understanding.
- Tasks are designed for fluency and deeper thinking.
- Teacher monitors and addresses misconceptions as needed.

5 Review

- Summarises key learning points and checks understanding.
- Encourages reflection and self/peer assessment.
- Prepares for future learning by identifying next steps.

Learning Behaviour | Adaptive Practice | Assessment

Pupil Voice

Retrieval	Model	Guided Practice	Independent Practice	Review
What do I already know?	What will I learn today?	How can I do this with help?	How can I show what I've learned by myself?	What do I know now?

This is our
5-phase model
for excellent teaching and learning.
You should see teachers using this if you visit our school, and children should understand the model to enable them to understand themselves as learners.
The model is entirely flexible to enable us to be responsive to our learners.

Our Teaching & Learning Principles

Curriculum



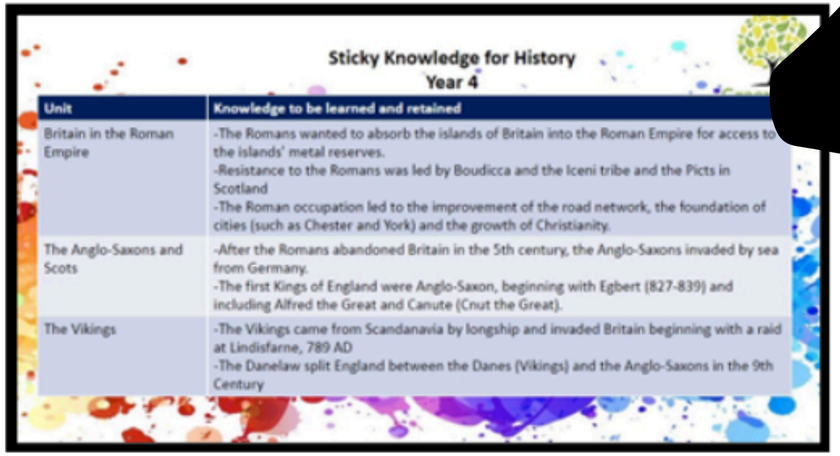
We have sequenced every subject into small components of knowledge, which is progressive year on year.

Pedagogy



All our lessons from Year 1-Year 6 follow our 5-part lesson format. This was devised from a whole-school research project.

Assessment



Sticky Knowledge for History
Year 4

Unit	Knowledge to be learned and retained
Britain in the Roman Empire	-The Romans wanted to absorb the islands of Britain into the Roman Empire for access to the islands' metal reserves. -Resistance to the Romans was led by Boudicca and the Iceni tribe and the Picts in Scotland -The Roman occupation led to the improvement of the road network, the foundation of cities (such as Chester and York) and the growth of Christianity.
The Anglo-Saxons and Scots	-After the Romans abandoned Britain in the 5th century, the Anglo-Saxons invaded by sea from Germany. -The first Kings of England were Anglo-Saxon, beginning with Egbert (827-839) and including Alfred the Great and Canute (Cnut the Great).
The Vikings	-The Vikings came from Scandanavia by longship and invaded Britain beginning with a raid at Lindisfarne, 789 AD -The Danelaw split England between the Danes (Vikings) and the Anglo-Saxons in the 9th Century

We regularly check whether children know and remember their sticky knowledge that has been set out in every subject



RSHE Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	**Me and My Relationships:** 1) Marvellous Me 2) I'm Special 3) People who are special to me	**Valuing Differences:** 1) Me and My Friends 2) Friends and Family 3) Including everyone	**Keeping Safe:** 1) People who help me and keep me safe 2) Safety Indoors and Outdoors 3) What's safe to go in my body?	**Rights and Respect:** 1) looking after myself 2) Looking after others 3)Looking after the environment	**Being my best:** 1) What does my body need? 2) I can keep trying 3) I can do it	**Growing and Changing:** 1) Growing and changing in nature 2) When I was a baby 3) Girls, boys and families
Reception	**Me and My Relationships:** 1) All about me 2) What makes me special? 3) Me and my special people 4) Who can help me? 5) My feelings 6) My feelings (2)	**Valuing Differences:** 1) I'm special, you're special 2) Same and different 3) Same and different families 4) Same and different homes 5) I am caring 6) I am a friend	**Keeping Safe:** 1) What's safe to go onto my body? 2) What's safe to go in my body? (Medicines) 3) Safe indoors and outdoors 4) Listening to my feelings 5) Keeping safe online 6) People who help to keep me safe	**Rights and Respect:** 1) Looking after my special people 2) Looking after my friends 3) Being helpful at home and caring for my classroom 4) caring for our world 5) Looking after money (recognising, spending, using) 6) Saving money and keeping it safe	**Being my best:** 1) Bouncing back when things go wrong 2) Yes I can! 3) Healthy eating 4) My healthy mind 5) Move your body 6) A good night's sleep	**Growing and Changing:** 1) Seasons 2) Life stages in plants and animals 3) Life stages in humans: Who will I be? 4) Where do babies come from? 5) Getting bigger 6) Me and my body- girls and boys

RSHE Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Me and My Relationships:** 1) Why we have classroom rules 2) How are you listening? 3) Thinking about feelings 4) Our feelings 5) Feelings and bodies 6) Good friends	**Valuing Differences:** 1) Same or different? 2) Unkindness, teasing or bullying? 3) School rules and keeping us safe 4) It's not fair! 5) Who are our special people? 6) Our special people	**Keeping Safe:** 1) Super sleep 2) Who can help? 3) Good or bad touches? 4) Sharing pictures 5) What is a medicine? 6) How do you feel when you lose something?	**Rights and Respect:** 1) Does our own behaviour only affect us? 2) Around and about the school 3) Taking care of something 4) Where do people get their money from? 5) How should we look after our money? 6) Basic first aid	**Being my best:** 1) I can eat a rainbow 2) Eat well 3) Wash yourself and brush your teeth 4) Catch it! Bin it! Kill it! 5) Never give up! 6) Pass on the praise!	**Growing and Changing:** 1) Healthy me 2) Then and now 3) Taking care of a baby 4) Who can help? 5) Surprises and secrets 6) Keeping privates private
Year 2	**Me and My Relationships:** 1) Our ideal classroom 2) How are you feeling today? 3) Let's all be happy! 4) Being a good friend 5) Types of bullying 6) Don't do that! 6) Bullying or teasing?	**Valuing Differences:** 1) What makes us who we are? 2) My special people 3) How do we make others feel? 4) When someone is feeling left out 5) An act of kindness 6) Solve the problem	**Keeping Safe:** 1) What medicine should I use? 2) How safe would you feel? 3) When should I say something? 4) I don't like that! 5) Fun or not? 6) Should I tell?	**Rights and Respect:** 1) Getting on with others 2) When I feel like erupting 3) Feeling safe 4) Playing games 5) What do we mean by spending and saving? 6) How can we look after our environment?	**Being my best:** 1) You can do it! 2) My day and my food choices 3) Helping us to keep clean and healthy 4) How do we keep our smiles bright? 5) What does my body do? 6) Basic First Aid	**Growing and Changing:** 1) A helping hand 2) How can you keep in touch with people who move away? 3) Haven't you grown! 4) My body, your body 5) Respecting privacy 6) Some secrets should never be kept private



RSHE Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Me and My Relationships:** 1) As a rule 2) Looking after our special people 3) How can we solve this problem? 4) Friends are special 5) Thunks: agree, disagree or neither 6) Do I have to do a dare?	**Valuing Differences:** 1) Respect and challenge 2) Family and Friends 3) My community 4) Our friends and neighbours 5) Let's celebrate our differences 6) Why might someone be a bully?	**Keeping Safe:** 1) Safe or unsafe? 2) Danger or risk? 3) Risk: safe, unsafe or uncertain? 4) How real are things I see online? 5) Help or harm? 6) Alcohol and cigarettes: the facts	**Rights and Respect:** 1) Helping each other to stay safe 2) Who said what? Fact and opinion 3) Our helpful volunteers 4) Can I afford that? 5) Earning money 6) Environment project	**Being my best:** 1) Healthy eating 2) How can we get better and stay healthy? 3) Parts of the body team work 4) Debate: for or against? 5) I am fantastic! 6) Top talents	**Growing and Changing:** 1) Relationship tree 2) Body space 3) None of your business! 4) Secret or surprise? 5) My changing body 6) Basic First Aid
Year 4	**Me and My Relationships:** 1) Human machines 2) Relationships: OK or not OK? (1) 3) Relationships: OK or not OK? (2) 4) Feelings: good or not-so-good? 5) Different feelings 6) Under pressure	**Valuing Differences:** 1) Can you sort it? 2) What would I do? 3) The people we share our world with 4) That's such a stereotype! 5) Friends or acquaintance? 6) Body (personal) space - islands	**Keeping Safe:** 1) Danger, risk or hazard? 2) How dare you! 3) Keeping ourselves safe 4) Influence (challenge) 5) Picture wise (online sharing) 6) Medicines: check the label	**Rights and Respect:** 1) Who helps us to stay healthy and safe? 2) It's your right 3) How do we make a difference? 4) In the news! 5) Safety in numbers 6) Why pay taxes?	**Being my best:** 1) What makes me ME! 2) Making choices 3) Ways to wellbeing 4) 7 Rs (refuse, reduce, reuse, rot, recycle, repair, re-think) 5) My school community 6) Basic First Aid	**Growing and Changing:** 1) Moving house 2) My feelings are all over the place! 3) All change! (growing and changing) 4) Preparing for changes at puberty 5) Secret of surprise 6) Together (marriage and civil partnership)

RSHE Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Me and My Relationships:** 1) Collaboration challenge 2) Give and take 3) How good a friend are you? 4) Relationship recipe 5) Our emotional needs 6) Being assertive	**Valuing Differences:** 1) Qualities of friendship 2) Kind conversations 3) Happy being me 4) Discrimination and diversity 5) Is it true? 6) Stop, start stereotypes	**Keeping Safe:** 1) Spot bullying 2) Play, like, share (1) 3) Play, like, share (2) 4) Decision dilemmas 5) Vaping: healthy or unhealthy 6) Would you risk it?	**Rights and Respect:** 1) What's the story? 2) Fact or opinion? 3) Making a difference (pressure groups) 4) Rights, respect and duties 5) Spending wisely 6) Lend us a fiver! (loans and credit cards)	**Being my best:** 1) It all adds up 2) Different skills 3) My school community 4) Independence and responsibility 5) Star qualities? 6) Basic first aid	**Growing and Changing:** 1) How are they feeling? 2) Take notice of our feelings 3) Subjects and issues 4) Growing up and changing bodies 5) Changing bodies and feelings 6) Help! I'm a teenager!
Year 6	**Me and My Relationships:** 1) Working together 2) Solve the friendship problem 3) Behave yourself 4) Assertiveness skills 5) Don't force me 6) Acting appropriately	**Valuing Differences:** 1) OK to be different 2) We have more in common than not 3) Respecting differences 4) Tolerance and respect 5) Advertising friendship 6) Boys will be boys? (gender stereotypes)	**Keeping Safe:** 1) Think before you click! 2) To share or not to share? 3) Addiction 4) What sort of drug is ... ? 5) Drugs and the law 6) Alcohol	**Rights and Respect:** 1)Two sides to every story 2) Fakebook friends 3) What's it worth? 4) Happy Shoppers 5) Democracy in Britain (1) - elections 6) Democracy in Britain (2) - how laws are made	**Being my best:** 1) This will be your life 2) Our recommendations 3) What's the risk? 4) Keeping safe 5) Basic first aid 6) Five ways to wellbeing	**Growing and Changing:** 1) I look great! 2) Media manipulation 3) Pressure online 4) Helpful or unhelpful? Managing change 5) Is this normal? (puberty)

EYFS Components to Support RSHE Schemas

Birth to Three

1) Find ways to calm themselves, through being calmed and comforted by their key person.
2) Establish their sense of self.
3) Express preferences and decisions. They also try new things and start establishing their autonomy.
4) Engage with others through gestures, gaze and talk.
5) Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
6) Find ways of managing transitions, for example from their parent to their key person.
7) Thrive as they develop self assurance
8) Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
9) Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
10) Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
11) Feel strong enough to express a range of emotions.
12) Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
13) Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to he front. Be increasingly able to talk about and manage their emotions.
14) Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
15) Develop friendships with other children.
16) Safely explore emotions beyond their normal range through play and stories.
17) Are talking about their feelings in more elaborated ways: “I’m sad because…” or “I love it when …”.

EYFS Components to Support RSHE Schemas

Reception (Four and Five)
1) See themselves as a valuable individual. 2) Build constructive and respectful relationships. 3) Express their feelings and consider the feelings of others. 4) Show resilience and perseverance in the face of challenge. 5) Identify and moderate their own feelings socially and emotionally. 6) Think about the perspectives of others. 7) Manage their own needs.

EYFS Components to Support RSHE Schemas

ELG (Early Learning Goals)

1) Self-regulation
Show an understanding of their own
feelings and those of others, and begin to regulate their behaviour accordingly.
2) Self-regulation
Set and work towards
simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
3) Self-regulation
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
4) Managing Self
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
5) **Managing Self**
Explain the reasons for rules, know right from wrong and try to behave accordingly.
6) Managing Self
Manage their own basic hygiene and
personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
7) Building Relationships
-Work and play cooperatively and take turns with others
8) **Building Relationships**
Form positive attachments to adults and friendships with peers.
9) **Building Relationships**
Show sensitivity to their own and to others' needs.

Year 1 Components to Support RSHE Schemas

Year 1- Me and My Relationships

1) Understand that classroom rules help everyone to learn and be safe
2) Explain their classroom rules and be able to contribute to making these
3) Demonstrate attentive listening skills
4) Suggest simple strategies for resolving conflict situations
5) Give and receive positive feedback, and experience how this makes them feel
6) Recognise how others might be feeling by reading body language/ facial expressions
7) Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in our tummies)
8) Identify a range of feelings
9) Identify how feelings make us behave
10) Suggest strategies for someone experiencing 'not so good' feelings to manage these
11) Recognise that people's bodies and feelings can be hurt
12) Suggest ways of dealing with different kinds of hurt
13) Recognise that they belong to various groups and communities such as their family
14) Explain how these people help us and we can also help them to help us
15) Identify simple qualities of friendship
16) Suggest simple strategies for making up

Year 1 Components to Support RSHE Schemas

Year 1- Valuing Differences

1) Identify the differences and similarities between people
2) Empathise with those who are different from them
3) Begin to appreciate the positive aspects of these differences
4) Explain the difference between unkindness, teasing and bullying
5) Understand that bullying is usually quite rare
6) Understand that bullying can happen online
7) Understand that they should not share unkind photos of other people online
8) Explain some of their school rules and how those rules help to keep everybody safe
9) Recognise and explain what is fair and unfair, kind and unkind
10) Suggest ways they can show kindness to others
11) Identify some of the people who are special to them
12) Recognise and name some of the qualities that make a person special to them
13) Recognise that they belong to various groups and communities such as their family
14) Explain how these people help us and we can also help them to help us

Year 1 Components to Support RSHE Schemas

Year 1- Keeping Safe

1) Recognise the importance of sleep in maintaining a healthy, balanced lifestyle
2) Identify simple bedtime routines that promote healthy sleep.
3) To explore how screen use can make us feel and learn how to make healthy and sensible choices
4) Recognise emotions and physical feelings associated with feeling unsafe.
5) Identify people who can help when they feel unsafe
6) Understand and use the PANTS rule
7) Name and know which parts should be private
8) Explain the difference between appropriate and inappropriate touches.
9) Understand they have the right to say “no” to touches that are unwanted
10) Start thinking about who they trust and who they can ask for help
11) Start thinking about how to stay safe online, including safety around sharing images
12) Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable
13) Understand that medicines can sometimes make people feel better when they’re ill
14) Explain simple issues of safety and responsibility about medicines and their use
15) Recognise the range of feelings that are associated with loss

Year 1 Components to Support RSHE Schemas

Year 1- Rights and Respect

1) Recognise the importance of regular hygiene routines;
2) Sequence personal hygiene routines into a logical order.
3) Identify what they like about the school environment;
4) Recognise who cares for and looks after the school environment.
5) Demonstrate responsibility in looking after something (e.g. a class pet or plant);
6) Explain the importance of looking after things that belong to themselves or others.
7) Explain where people get money from.
8) List some of the things that money may be spent on in a family home
9) Recognise that different notes and coins have different monetary value
10) Explain the importance of keeping money safe
11) Identify safe places to keep money
12) Understand the concept of saving money (ie by keeping it in a safe place and adding to it over time)

Year 1 Components to Support RSHE Schemas

Year 1- Being my Best

1) Recognise the importance of fruit and vegetables in their daily diet
2) Know that eating at least 5 portions of fruit and vegetables each day supports good health
3) Recognise that they may have different tastes in food to others
4) Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch
5) Recognise which foods we need to eat more and less of
6) Recognise the importance of regular hygiene routines
7) Sequence personal hygiene routines into a logical order
8) Understand how diseases can spread;
9) Recognise and use simple strategies for preventing the spread of diseases.
10) Recognise that learning a new skill requires patience and the opportunity to fail, safely.
11) Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.
12) Demonstrate attentive listening skills
13) Suggest simple strategies for resolving conflict situations
14) Give and receive positive feedback, and experience how this makes them feel

Year 1 Components to Support RSHE Schemas

Year 1- Growing and Changing

1) Understand that the body gets energy from food, water and oxygen
2) Recognise that exercise and sleep are important parts of a healthy lifestyle
3) To explore how screen use can make us feel and learn how to make healthy and sensible choices
5) Identify the things they could do as a baby, a toddler and can do now
6) Identify the people who help/helped them at different stages.
7) Explain the difference between teasing and bullying.
8) Understand that bullying can happen online
9) Give examples of what they can do if they experience or witness bullying
10) Say who they could get help from in a bullying situation
11) Explain the difference between a secret and a nice surprise
12) Identify situations as surprises or secrets
13) Identify who they could talk to if they feel worried about a surprise or a secret
12) Identify the body parts that are private
13) Describe ways in which privates can be kept private
14) Identify the people they can talk to about their private parts

Year 2 Components to Support RSHE Schemas

Year 2- Me and My Relationships

1) Suggest actions that will positively contribute to life in the classroom
2) Make and undertake pledges based on those actions
3) Use a range of words to describe feelings
5) Recognise that people have different ways of expressing their feelings
6) Identify helpful ways of responding to other's feelings
7) Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)
8) Explain where someone could get help if they were being upset by someone else's behaviour
9) Recognise that friendship is a special kind of relationship
10) Identify some of the ways that good friends care for each other
11) Explain the difference between bullying and isolated unkind behaviour
12) Recognise that that there are different types of bullying and unkind behaviour
13) Understand that bullying and unkind behaviour are both unacceptable ways of behaving
14) Understand that bullying can happen online, as well as in person, and to know what to do if this happens
15) Understand that they should not share images of themselves or others without permission
16) Understand and describe strategies for dealing with bullying
17) Rehearse and demonstrate some of these strategies
18) Understand that there are different types of bullying, including online
19) Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two
20) Identify situations as to whether they are incidents of teasing or bullying
21) Understand that bullying can happen online, as well as in person, and to know what to do if this happens
22) Understand that they should not share images of themselves or others without permission

Year 2 Components to Support RSHE Schemas

Year 2- Valuing Differences

1) Identify some of the physical and non-physical differences and similarities between people
2) Know and use words and phrases that show respect to each other
3) Identify people who are special to them
4) Explain some of the ways those people are special to them
5) Recognise how a person's behaviour can affect other people
6) Explain how it feels to be part of a group
7) Explain how it feels to be left out from a group
8) Identify groups they are part of
9) Suggest and use strategies for helping someone who is feeling left out
10) Recognise and describe acts of kindness and unkindness.
11) Explain how these acts impact on other people's feelings
12) Suggest kinds words and actions they can use to other people.
13) Show acts of kindness to others in school.
14) Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted)
15) Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships

Year 2 Components to Support RSHE Schemas

Year 2- Keeping Safe

1) Understand that medicine can sometimes make people feel better when they are ill
2) Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell
3) Explain simple issues of safety and responsibility about medicines and their use
4) Identify situations in which they would feel safe or unsafe
5) Suggest actions for dealing with unsafe situations including who they could ask for help
6) Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe
7) Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation
8) Identify the types of touch they like and do not like
9) Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable
10) Recognise that some touches are not fun and can hurt or be upsetting
11) Know that they can ask someone to stop touching them
12) Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable
13) Identify safe secrets (including surprises) and unsafe secrets
14) Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable

Year 2 Components to Support RSHE Schemas

Year 2- Rights and Respect

1) Describe and record strategies for getting on with others in the classroom
2) Explain, and be able to use, strategies for dealing with impulsive behaviour
3) Identify special people in the school and community who can help to keep them safe
4) Know how to ask for help
5) Know the importance of keeping personal information private, when online and only talking to people they know in real life
6) Know that they can tell an adult they trust if anything happens that makes them worried
7) Understand that people have choices about what they do with their money
8) Know that money can be saved for a use at a future time
9) Explain how they might feel when they spend money on different things.
10) Recognise that money can be spent on items which are essential or non-essential;
11) Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this
12) Understand the money risks related to online gaming
13) Identify what they like about the school environment
14) Identify any problems with the school environment (e.g. things needing repair)
15) Make suggestions for improving the school environment
16) Recognise that they all have a responsibility for helping to look after the school environment

Year 2 Components to Support RSHE Schemas

Year 2- Being my Best

1) Explain the stages of the learning line showing an understanding of the learning process
2) Suggest phrases and words of encouragement to give someone who is learning something new
3) Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning
4) Understand and give examples of things they can choose themselves and things that others choose for them
5) Explain things that they like and dislike, and understand that they have choices about these things
6) Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health
7) Explain how germs can be spread
8) Describe simple hygiene routines such as hand washing
9) Understand that vaccinations can help to prevent certain illnesses
10) Explain the importance of good dental hygiene
11) Describe simple dental hygiene routines
12) Understand that the body gets energy from food, water and oxygen
13) Recognise that exercise and sleep are important to health
14) Explore how screen use can make us feel and learn how to make healthy and sensible choices

Year 2 Components to Support RSHE Schemas

Year 2- Growing and Changing

1) Demonstrate simple ways of giving positive feedback to others
2) Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close t0
3) Identify different stages of growth (e.g. baby, toddler, child, teenager, adult)
4) Understand and describe some of the things that people are capable of at these different stages
5) Identify which parts of the human body are private
6)Explain that our genitals help us make babies when we are older
7) Understand that humans mostly have the same body parts but that they can look different from person to person
8) Explain what privacy means
9) Know that you are not allowed to touch someone's private belongings without their permission
9) Give examples of different types of private information
15) Identify how inappropriate touch can make someone feel
16) Understand that there are unsafe secrets and secrets that are nice surprises
17) Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop

Year 3 Components to Support RSHE Schemas

Year 3- Me and My Relationships

1) Explain why we have rules
2) Explore why rules are different for different age groups, in particular for internet-based activities
3) Suggest appropriate rules for a range of setting
4) Consider the possible consequences of breaking the rules
5) Identify people who they have a special relationship with
6) Suggest strategies for maintaining a positive relationship with their special people
7) Rehearse and demonstrate simple strategies for resolving given conflict situations
8) Define and demonstrate cooperation and collaboration
9) Identify the different skills that people can bring to a group task
10) Demonstrate how working together in a collaborative manner can help everyone to achieve success
11) Identify qualities of friendship
12) Suggest reasons why friends sometimes fall out
13) Rehearse and use, now or in the future, skills for making up again
14) Express opinions and listen to those of others
15) Consider others' points of view
16) Practise explaining the thinking behind their ideas and opinions
17) Explain what a dare is
18) Understand that no-one has the right to force them to do a dare
19) Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare
20) Explain some of the feelings someone might have when they lose something important to them
21) Understand that these feelings are normal and a way of dealing with the situation

Year 3 Components to Support RSHE Schemas

Year 3- Valuing Differences

1) Reflect on listening skills
2) Give examples of respectful language
3)Give examples of how to challenge another's viewpoint, respectfully
4) Recognise that there are many different types of family
5) Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'
6) Define the term 'community'
7) Identify the different communities that they belong to
8) Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing
9) Explain that people living in the UK have different origins
10) Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds
11) Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together
12) Recognise the factors that make people similar to and different from each other
13) Recognise that repeated name calling is a form of bullying
14) Suggest strategies for dealing with name calling (including talking to a trusted adult)
15) Understand and explain some of the reasons why different people are bullied
16) Explore why people have prejudiced views and understand what this is

Year 3 Components to Support RSHE Schemas

Year 3- Keeping Safe

1) Identify situations which are safe or unsafe
2) Identify people who can help if a situation is unsafe
3) Suggest strategies for keeping safe
4) Define the words danger and risk and explain the difference between the two
5) Demonstrate strategies for dealing with a risky situation
6) Identify risk factors in given situations
7) Suggest ways of reducing or managing those risks
8) Evaluate the validity of statements relating to online safety
9) Recognise potential risks associated with browsing online
10) Give examples of strategies for safe browsing online
11) To think about screen usage and understand that online gaming can be addictive
12) Understand that medicines are drugs and suggest ways that they can be helpful or harmful
13) Identify some key risks from and effects of cigarettes and alcohol
14) Know that most people choose not to smoke cigarettes; (Social Norms message)
15) Define the word 'drug' and understand that nicotine and alcohol are both drugs
16) Demonstrate strategies for assessing risks
17) Understand and explain decision-making skills
18) Understand where to get help from when making decisions

Year 3 Components to Support RSHE Schemas

Year 3- Rights and Respect

1) Identify key people who are responsible for them to stay safe and healthy
2) Suggest ways they can help these people
3) Understand the difference between 'fact' and 'opinion'
4) Understand how an event can be perceived from different viewpoints
5) Plan, draft and publish a recount using the appropriate language
6) Define what a volunteer is
7) Identify people who are volunteers in the school community
8) Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer
9) Understand the terms 'income', 'saving' and 'spending'
10) Recognise that there are times we can buy items we want and times when we need to save for items
11) Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
12) Understand the financial risks related to online gaming
13) Explain that people earn their income through their jobs
14) Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.)
15) Define what is meant by the environment
16) Evaluate and explain different methods of looking after the school environment
17) Devise methods of promoting their priority method

Year 3 Components to Support RSHE Schemas

Year 3- Being my Best

1) Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body
2) Explain what is meant by the term 'balanced diet'
3) Give examples what foods might make up a healthy balanced meal
4) Explain how some infectious illnesses are spread from one person to another
5) Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses
6) Suggest medical and non-medical ways of treating an illness
7) Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain)
8) Describe how food, water and air get into the body and blood
9) Develop skills in discussion and debating an issue
10) Demonstrate their understanding of health and wellbeing issues that are relevant to them
11) Empathise with different viewpoints
12) Make recommendations, based on their research
13) Identify their achievements and areas of development
14) Recognise that people may say kind things to help us feel good about ourselves
15) Explain why some groups of people are not represented as much on television/in the media
16) Explain some of the different talents and skills that people have and how skills are developed
17) Recognise their own skills and those of other children in the class
18) Demonstrate how working together in a collaborative manner can help everyone to achieve success
19) Understand and explain how the brain sends and receives messages through the nerves

Year 3 Components to Support RSHE Schemas

Year 3- Growing and Changing

1) Identify different types of relationships
2) Recognise who they have positive healthy relationships with
3) Understand what is meant by the term body space (or personal space)
4) Identify when it is appropriate or inappropriate to allow someone into their body space
5) Rehearse strategies for when someone is inappropriately in their body space
6) Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens
7) Recognise and describe appropriate behaviour online as well as offline
8) Identify what constitutes personal information and when it is not appropriate or safe to share this
9) Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs
10) Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others
11) Understand that they should not share images of others without their permission
12) Think carefully before sharing any information about themselves
13) Understand that once something is posted online it is very hard to remove or delete it
14) Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret
15) Recognise how different surprises and secrets might make them feel
16) Know who they could ask for help if a secret made them feel uncomfortable or unsafe
17) Understand that for girls, periods are a normal part of puberty

Year 4 Components to Support RSHE Schemas

Year 4- Me and My Relationships

1) Demonstrate strategies for working on a collaborative task
2) Define successful qualities of teamwork and collaboration
3) Explain what we mean by a ‘positive, healthy relationship’
4) Describe some of the qualities that they admire in others
5) Recognise that there are times when they might need to say 'no' to a friend
6) Describe appropriate assertive strategies for saying 'no' to a friend
7) Describe 'good' and 'not so good' feelings and how feelings can affect our physical state
8) Explain how different words can express the intensity of feelings
9) Identify a wide range of feelings
10) Recognise that different people can have different feelings in the same situation
11) Explain how feelings can be linked to physical state
12) Demonstrate a range of feelings through their facial expressions and body language
13) Recognise that their feelings might change towards someone or something once they have further information
14) Give examples of strategies to respond to being bullied, including what people can do and say
15) Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from
16) To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult

Year 4 Components to Support RSHE Schemas

Year 4- Valuing Differences

1) Define the terms 'negotiation' and 'compromise'
2) Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise
3) List some of the ways that people are different to each other (including differences of race, gender, religion)
4) Recognise potential consequences of aggressive behaviour
5) Suggest strategies for dealing with someone who is behaving aggressively
6) Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult
7) Understand they should not share images of other people online without their permission
8) List some of the ways in which people are different to each other (including ethnicity, religious beliefs, customs and festivals)
9) Define the word respect and demonstrate ways of showing respect to others' differences
10) Understand and identify stereotypes, including those promoted in the media
11) Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances)
12) Give examples of features of these different types of relationships, including how they influence what is shared
13) Understand that they have the right to protect their personal body space
14) Recognise how others' non-verbal signals indicate how they feel when people are close to their body space
15) Suggest people they can talk to if they feel uncomfortable with other people's actions towards them

Year 4 Components to Support RSHE Schemas

Year 4- Keeping Safe

1) Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them
2) Identify situations which are either dangerous, risky or hazardous
3) Suggest simple strategies for managing risk
4) Define what is meant by the word 'dare'
5) Identify from given scenarios which are dares and which are not
6) Suggest strategies for managing dares
7) Describe stages of identifying and managing risk
8) Suggest people they can ask for help in managing risk
9) Understand that we can be influenced both positively and negatively
10) Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way
11) Identify images that are safe/unsafe to share online
12) Know and explain strategies for safe online sharing
13) Understand and explain the implications of sharing images online without consent
14) Understand that medicines are drugs
15) Explain safety issues for medicine use
16) Suggest alternatives to taking a medicine when unwell
17) Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)

Year 4 Components to Support RSHE Schemas

Year 4- Rights and Respect

1) Explain how different people in the school and local community help them stay healthy and safe
2) Define what is meant by 'being responsible'
3) Describe the various responsibilities of those who help them stay healthy and safe
4) Suggest ways they can help the people who keep them healthy and safe
5) Understand that humans have rights and also responsibilities
6) Identify some rights and also responsibilities that come with these
7) Understand the reason we have rules
8) Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council)
9) Recognise that everyone can make a difference within a democratic process
10) Understand the risks relating to online gaming and that gaming can become addictive
11) Define the word *influence*
12) Recognise that reports in the media can influence the way they think about a topic
13) Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner
14) Explain the role of the bystander and how it can influence bullying or other anti-social behaviour
15) Recognise that they can play a role in influencing outcomes of situations by their actions
16) Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'
17) Understand how a payslip is laid out showing both pay and deductions
18) Prioritise public services from most essential to least essential

Year 4 Components to Support RSHE Schemas

Year 4- Being my Best

1) Identify ways in which everyone is unique
2) Appreciate their own uniqueness
3) Recognise that there are times when they will make the same choices as their friends and times when they will choose differently
4) Give examples of choices they make for themselves and choices others make for them
5) Recognise that there are times when they will make the same choices as their friends and times when they will choose differently
6) Understand that making healthy choices around food is important for their wellbeing
7) Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health
8) Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)
9) Understand the importance of a healthy relationship with food
10) Understand the importance of good quality sleep and take practical steps for improving sleep
11) Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs)
12) Suggest ways the Seven Rs recycling methods can be applied to different scenarios
13) Define what is meant by the word 'community'
14) Suggest ways in which different people support the school community
15) Identify qualities and attributes of people who support the school community

Year 4 Components to Support RSHE Schemas

Year 4- Growing and Changing

1) Describe some of the changes that happen to people during their lives
2) Explain how the Learning Line can be used as a tool to help them manage change more easily
3) Suggest people who may be able to help them deal with change
4) Name some positive and negative feelings
5) Suggest reasons why young people sometimes fall out with their parents
7) Take part in a role play practising how to compromise
8) Identify parts of the body that males and females have in common and those that are different
9) Know the correct terminology for their genitalia
10) Understand and explain why puberty happens
11) Understand that periods are a normal part of puberty for girls
12) Identify some of the ways they can cope better with periods
13) Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret
14) Recognise how different surprises and secrets might make them feel
15) Know who they could ask for help if a secret made them feel uncomfortable or unsafe
16) Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will
17) Recognise that marriage or civil partnership includes same sex and opposite sex partners
18) Know the legal age for marriage or civil partnership in England or Scotland
19) Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony

Year 5 Components to Support RSHE Schemas

Year 5- Me and My Relationships

1) Explain what collaboration means
2) Give examples of how they have worked collaboratively
3) Describe the attributes needed to work collaboratively
4) Explain what is meant by the terms negotiation and compromise
5) Describe strategies for resolving difficult issues or situations
6) Demonstrate how to respond to a wide range of feelings in others
7) Give examples of some key qualities of friendship
8) Reflect on their own friendship qualities
9) Identify what things make a relationship unhealthy
10) Identify who they could talk to if they need help
11) Recognise basic emotional needs, understand that they change according to circumstance
12) Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks
13) Identify characteristics of passive, aggressive and assertive behaviours
14) Understand and rehearse assertiveness skills

Year 5 Components to Support RSHE Schemas

Year 5- Valuing Differences

1) Define some key qualities of friendship
2) Describe ways of making a friendship last
3) Explain why friendships sometimes end
4) Rehearse active listening skills
5) Demonstrate respectfulness in responding to others
6) Respond appropriately to others
7) Recognise some of the feelings associated with feeling excluded or 'left out'
8) Give examples of ways in which people behave when they discriminate against others who are different from them
9) Understand the importance of respecting others, even when they are different from themselves
10) Identify and describe the different groups that make up their school/wider community/other parts of the UK
11) Describe the benefits of living in a diverse society
12) Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
13) Understand that the information we see online, either text or images, is not always true or accurate
14) Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them
15) Recognise that some people can get bullied because of the way they express their gender
16) Give examples of how bullying behaviours can be stopped
17) Understand what online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens
18) Identify the consequences of positive and negative behaviour on themselves and others
19) Give examples of how individual/group actions can impact on others in a positive or negative way

Year 5 Components to Support RSHE Schemas

Year 5- Keeping Safe

1) Demonstrate strategies to deal with both face-to-face and online bullying
2) Demonstrate strategies and skills for supporting others who are bullied
3) Recognise and describe the difference between online and face-to-face bullying
4) Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private
5) Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face
6) Know how to protect personal information online
7) Recognise disrespectful behaviour online and know how to respond to it
8) Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable
9) Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens
10) Recognise which situations are risky
11) Explore and share their views about decision-making when faced with a risky situation
12) Suggest what someone should do when faced with a risky situation
13) Define what is meant by a dare
14) Explain why someone might give a dare
15) Suggest ways of standing up to someone who gives a dare
16)Understand that once something is posted online and shared there is no way to delete it permanently
17) Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online
18) Describe some of the health risks caused by vaping
19) Understand that there are potential health risks of vaping that are not yet fully known
20) Use critical thinking skills when reading information/media
21) Understand that companies selling vaping products do so to make money
22) Describe some of the possible outcomes of taking a risk
23) Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks
24) Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these

Year 5 Components to Support RSHE Schemas

Year 5- Rights and Respect

1) Identify, write and discuss issues currently in the media concerning health and wellbeing
2) Express their opinions on an issue concerning health and wellbeing
3) Make recommendations on an issue concerning health and wellbeing
4) Understand the difference between a fact and an opinion
5) Understand what biased reporting is and the need to think critically about things we read.
6) Define the differences between responsibilities, rights and duties
7) Explain what we mean by the terms voluntary, community and pressure (action) group
8) Give examples of voluntary groups, the kind of work they do and its value
9(Define the differences between respect, rights and duties
10) Discuss what can make them difficult to follow
11) Identify the impact on individuals and the wider community if duties are not carried out
12) State the costs involved in producing and selling an item
13) Suggest questions a consumer should ask before buying a product
14) Define the terms loan, credit, debt and interest
15) Suggest advice for a range of situations involving personal finance

Year 5 Components to Support RSHE Schemas

Year 5- Being my Best

1) Know the basic functions of the four bodily systems covered and know they are inter-related
2) Explain the function of at least one internal organ
3) Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health
4) Identify their own strengths and talents
5) Identify areas that need improvement and describe strategies for achieving those improvements
6) State what is meant by community
7) Explain what being part of a school community means to them
8) Suggest ways of improving the school community
9) Identify people who are responsible for helping them stay healthy and safe
10) Identify ways that they can help these people
11) Describe 'star' qualities of celebrities as portrayed by the media
12) Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life
13) Describe 'star' qualities that 'ordinary' people have

Year 5 Components to Support RSHE Schemas

Year 5- Growing and Changing

1) Use a range of words and phrases to describe the intensity of different feelings
2) Distinguish between good and not so good feelings, using appropriate vocabulary to describe these
3) Explain strategies they can use to build resilience
4) Identify people who can be trusted
5) Describe strategies for dealing with situations in which they would feel uncomfortable
6) Explain the difference between a safe and an unsafe secret
7) Identify situations where someone might need to break a confidence in order to keep someone safe
8) Identify some products that they may need during puberty and why
9) Know what menstruation is and why it happens
10) Know the correct words for the external sexual organs
11) Discuss some of the myths associated with puberty
12) Recognise how our body feels when we're relaxed
13) List some of the ways our body feels when it is nervous or sad
14) Describe and/or demonstrate how to be resilient in order to find someone who will listen to you

Year 6 Components to Support RSHE Schemas

Year 6- Me and My Relationships

1) Demonstrate a collaborative approach to a task
2) Describe and implement the skills needed to do this
3) Recognise some of the challenges that arise from friendships
4) Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach
5) Recognise and empathise with patterns of behaviour in peer-group dynamics
6) Recognise basic emotional needs and understand that they change according to circumstance
7) Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about
8) List some assertive behaviours
9) Recognise peer influence and pressure
10) Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure
11) Describe ways in which people show their commitment to each other
12) Know the ages at which a person can marry or have a civil partnership
13) Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership
14) Recognise that some types of physical contact can produce strong negative feelings
15) Know that some inappropriate touch is also illegal

Year 6 Components to Support RSHE Schemas

Year 6- Valuing Differences

1) Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences
2) Suggest strategies for dealing with bullying, as a bystander
3) Describe positive attributes of their peers
4) Know that all people are unique but that we have far more in common with each other than what is different about us
5) Consider how a bystander can respond to someone being rude, offensive or bullying someone else
6) Demonstrate ways of offering support to someone who has been bullied
7) Demonstrate ways of showing respect to others, using verbal and non-verbal communication
8) Understand and explain the term prejudice and discrimination
9) Identify and describe the different groups that make up their school/wider community/other parts of the UK
10) Describe the benefits of living in a diverse society
11) Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this
12) Explain the difference between a friend and an acquaintance
13) Describe qualities of a strong, positive friendship
14) Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative)
15) Define what is meant by the term stereotype
16) Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes
17) Recognise that people fall into a wide range of what is seen as normal
18) Challenge stereotypical gender portrayals of people

Year 6 Components to Support RSHE Schemas

Year 6- Keeping Safe

1) Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face
2) Understand and describe the ease with which something posted online can spread
3) Understand that once something is posted online it is very hard to remove
4) Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this
5) Know that it is illegal to create and share sexual images of children under 18 years old
6) Explore the risks of sharing photos and films of themselves with other people directly or online
7) Know how to keep their information private online
8) Understand that once something is posted online and shared there is no way to delete it permanently
9) Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online
10) Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour
11) Understand that all humans have basic emotional needs and explain some of the ways these needs can be met
12) Explain how drugs can be categorised into different groups depending on their medical and legal context
13) Demonstrate an understanding that drugs can have both medical and non-medical uses
14) Explain in simple terms some of the laws that control drugs in this country
15) Understand some of the basic laws in relation to drugs
16) Explain why there are laws relating to drugs in this country
17) Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these
18) Describe some of the effects and risks of drinking alcohol

Year 6 Components to Support RSHE Schemas

Year 6- Rights and Respect

1) Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them
2) Describe the language and techniques that make up a biased report
3) Analyse a report also extract the facts from it
4) Know the legal age (and reason behind these) for having a social media account
5) Understand why people don't tell the truth and often post only the good bits about themselves, online
6) Recognise that people's lives are much more balanced in real life, with positives and negatives
7) Explain some benefits of saving money
8) Describe the different ways money can be saved, outlining the pros and cons of each method
9) Describe the costs that go into producing an item
10) Suggest sale prices for a variety of items, taking into account a range of factors
11) Explain what is meant by the term *interest*
12) Understand financial risks of online gaming
13)Understand the importance of developing digital resilience
14) Explain what is meant by living in an environmentally sustainable way
15) Suggest actions that could be taken to live in a more environmentally sustainable way
16) Why and how rules and laws that protect them and others are made and enforced
17) Why different rules are needed in different situations and how to take part in making and changing rules
18) Begin to understand the way in which democracy in Britain works

Year 6 Components to Support RSHE Schemas

Year 6- Being my Best

1) Identify aspirational goals
2) Describe the actions needed to set and achieve these
3) Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning these issues
4) Develop a holistic approach to healthy eating
5) Identify risk factors in a given situation (involving alcohol) (including online)
6) Understand and explain the outcomes of risk-taking in a given situation, including emotional risks
7) Know where to go for advice and support when they feel worried or concerned about something online
8) Identify risk factors in a given situation
9) Understand and explain the outcomes of risk-taking in a given situation, including emotional risks
10) Recognise that some situations can be made less risky e.g. only sharing information with someone you trust
11) Explain what the five ways to wellbeing are
12) Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives

Year 6 Components to Support RSHE Schemas

Year 6- Growing and Changing

1) Understand that fame can be short-lived
2) Recognise that photos can be changed to match society's view of perfect
3) Identify qualities that people have, as well as their looks
4) Understand the importance of avoiding putting pressure on others to share information and images online
5)Recognise some of the changes they have experienced and their emotional responses to those changes
6) Define what is meant by the term stereotype
7) Recognise how the media can sometimes reinforce gender stereotypes
8) Recognise that people fall into a wide range of what is seen as normal
9) Challenge stereotypical gender portrayals of people
10) Understand the risks of sharing images online and how these are hard to control, once shared
11) Understand that people can feel pressured to behave in a certain way because of the influence of the peer group
12) Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be
13) Recognise some of the changes they have experienced and their emotional responses to those changes
14) Suggest positive strategies for dealing with change
15) Identify people who can support someone who is dealing with a challenging time of change
16) Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it
17) Understand that a healthy attitude towards food can really support growth and puberty changes
18) Suggest strategies that would help someone who felt challenged by the changes in puberty
19) Understand what FGM is and that it is an illegal practice in this country
20) Know where someone could get support if they were concerned about their own or another person's safety

Year 1 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can recognise and manage my feelings and know where to get help when I need it. I can seek help from safe adults and show kindness and care towards myself and others. I can build positive relationships by treating others with kindness, respect and care. I can tell you some classroom rules.	I can recognise and value differences between people and treat everyone kindly. I can show kindness, respect and empathy towards others.	I can recognise feelings that help keep me safe, say “no” to unwanted touch, and ask a safe adult for help when I need it. I can explain how to keep my body healthy and understand that medicines can be helpful or harmful if they are not used safely. I can stay safe online by keeping personal information private and asking a safe adult for help if I am worried.	I can recognise feelings and help to look after myself and the world around me. I can show kindness and recognise the difference between kind and unkind behaviour.	I can keep trying, learn from my mistakes and use different strategies when learning something new. I can make healthy choices and explain how food, hygiene, sleep and daily routines help to keep me healthy.	I can recognise safe and unsafe situations, share my worries, and ask safe adults for help when I need it. I can recognise how I have grown and changed, make healthy choices, and take responsibility for some of my own needs. I can name body parts, understand which parts are private, and explain how to keep my body safe.

Year 2 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can recognise bullying, teasing and unkind behaviour, explain the differences between them, and know how to get help. I can explain why rules are needed at school and online, and how they help to keep people safe. I can build positive friendships by showing kindness, respect and consideration for other people's feeling. I can recognise a range of feelings, explain how they can affect behaviour, and use strategies to manage uncomfortable feelings.	I can build positive friendships by showing kindness, helping others and understanding how my actions affect their feelings. I can explain how feelings can affect behaviour and use strategies to manage uncomfortable feelings and resolve friendship issues. I can recognise and respect differences between people and families and consider how these differences make our communities special.	I can recognise safe and unsafe secrets and know when I need to tell a safe adult if something feels wrong. I can recognise appropriate and inappropriate touch, understand that my body belongs to me, and ask for help when I need it. I can explain that medicines can be helpful or harmful and describe how to use them safely.	I can cooperate with others by sharing, taking turns and helping to solve disagreements fairly. I can recognise and explain my feelings and use strategies to help manage them. I can explain how money is used, including saving, spending and choosing between needs and wants.	I can explain how my choices help to keep my body healthy, safe and well. I can explain what happens when I learn something new and understand that practice helps me improve.	I can describe how people grow and change throughout their lives and recognise that families help and care for us as we grow. I can recognise feelings linked to change and loss and suggest ways to help myself and others cope with these feelings. I can respect my own and others' privacy, seek help from safe adults when needed, and support others in staying safe.

Year 3 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can work respectfully with others, value different opinions, make safe choices and know when to seek help if I feel unsafe or uncomfortable. I can build and keep positive relationships by showing kindness, respect, care and support, even when challenges arise. I can understand and manage my feelings, recognise that people may respond differently to situations, and think of different ways to help me cope with challenges.	I can recognise and respect diversity by understanding that people's cultures, beliefs and experiences can make their lives different. I can understand the importance of inclusion, recognise when someone may feel left out, and take action to help them feel welcome and valued. I can talk about examples in our classroom where respect and tolerance make it a happy place	I can identify risks, make safe choices and use different ways to help keep myself and others safe. I can explain how medicines, alcohol and nicotine can affect the body and describe ways to stay healthy and safe. I can use the internet safely and responsibly by protecting my personal information, recognising risks and seeking help when needed.	I can say some ways of checking whether something is fact or opinion I can develop the skills I need to stay safe, healthy and responsible as I grow and become more independent. I can seek help when I need it, offer support to others and positively support my community and environment.	I can make informed choices to support my health and wellbeing and explain how my body works to keep me healthy. I can set goals, develop new skills and understand how effort, practice and teamwork help me improve.	I can understand different types of relationships and recognise the behaviours that help relationships to be healthy and respectful. I can describe the changes that happen during puberty, including menstruation, and understand that these changes prepare bodies for adulthood. I can recognise risks, communicate my feelings and take action to keep myself safe online and offline.

Year 4 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can recognise that feelings can be strong or mild, use different ways to manage them, and know when to be assertive to keep myself safe, including saying 'no' clearly and confidently when needed. I can describe and demonstrate behaviours that build healthy relationships, including showing respect, and explain how upstanders can help keep people safe when someone is treated unkindly. I can listen to and respect the needs, feelings, opinions and ideas of different people, communicate clearly and confidently, and include others when working together.	I can talk about different countries, cultures and religions, and recognise that differences can sometimes lead to misunderstandings but should be valued and celebrated. I can explain what stereotypes mean and identify examples of stereotypes in everyday life, online and offline. I can explain what prejudice and discrimination mean, recognise safe and respectful behaviour, and identify when and how to seek help from safe adults for myself or others.	I can explain the difference between danger, risk and hazard, and make informed choices to keep myself safe and healthy, including online. I can explain how medicines, alcohol and nicotine can affect the body and give reasons why people choose healthy behaviours. I can identify people and situations that may influence my decisions, including peer pressure and dares, and use assertive skills to make safe choices.	I can explain how rights and responsibilities help people live together safely and respectfully and understand how my actions can make a positive difference. I can recognise how emotions, peer influence and communication affect behaviour and relationships, and make safe and informed choices by thinking critically about information I see and hear. I can explain how financial decisions affect people, communities and the environment, and describe how interests, strengths and opportunities can influence future career choices.	I can make healthy choices about food, exercise and sleep to support my health and wellbeing. I can describe ways people support their community, including volunteering and helping in emergencies, and explain how my actions and choices can help protect the environment. I can explain how being unique makes everyone special, different and valuable, and how my feelings, needs and preferences can influence my choices.	I can explain how puberty changes the body, including how it prepares the body for reproduction, describe what menstruation is, and use the correct scientific names for the external genitalia. I can describe different emotions that people may experience during change and discuss strategies and sources of support that can help manage these feelings. I can explain why some people choose to get married, enter a civil partnership, and understand that these choices should be made freely and with consent.

Year 5 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can value and include others, communicate clearly, and resolve disagreements by listening to different points of view and finding fair compromises. I can recognise safe and unsafe behaviours in relationships, explain when and how to seek support for myself or others, and identify safe adults who can help. I can understand that emotions can vary between people and situations, manage my feelings safely, communicate my needs clearly, and use assertive skills to respect my own and others' boundaries.	I can recognise and celebrate diversity, show respect for people from different faiths, cultures and backgrounds, and challenge stereotypes, prejudice and discrimination. I can explain how online content may not always be true, realistic or safe, and use online rules and critical thinking to make safe and informed choices. I can build and maintain healthy friendships, listen to and respect different needs and feelings, resolve disagreements positively, and seek help from safe adults when needed.	I can identify risks in different situations, explain what could happen next, and use my knowledge and ideas to respond safely, including online and when bullying occurs. I can explain how substances, including medicines, vaping, alcohol and nicotine, affect the body and describe how people can make healthy choices. I can explain how influences such as peer pressure, dares and habits can affect decisions, and use assertive skills to make safe and responsible choices.	I can explain the responsibilities I have towards my home, community and environment, and describe how community groups and services help people and make a positive difference. I can explain how money is earned, saved, spent and borrowed, recognise factors that influence financial decisions, and understand how money is used to support services in my community.	I can explain what it means to be part of a community and describe how my actions and contributions can have a positive impact on others. I can recognise my strengths and talents, understand that skills develop through resilience, and explain how media and social media can influence self-image. I can explain how different body systems work together to keep me healthy and make responsible choices that support my safety and wellbeing as I become more independent.	I can describe the emotions people may experience during puberty and times of change and think of different ways to manage my feelings and respond to conflict respectfully. I can explain, using appropriate vocabulary, the physical and emotional changes that happen during puberty, including menstruation, and can label the external sexual organs. I can identify safe adults, knowledge and ideas that can help me respond to unsafe situations and support my wellbeing during times of change.

Year 6 RSHE Sticky Knowledge

Me and my Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing
I can recognise that emotions affect behaviour and relationships, manage uncomfortable emotions positively, and use assertiveness to communicate my needs and respect boundaries. I can recognise healthy and unhealthy relationship behaviours, use respect and empathy to manage friendship challenges, and talk through and compromise effectively with others. I can recognise when boundaries have been crossed, describe safe and unsafe behaviours including unsafe or illegal touch, and respond appropriately by seeking support from safe adults.	I can communicate my views clearly, listen respectfully to different opinions, manage disagreements positively, and know when to walk away from conflict or seek support from a safe adult. I can recognise stereotypes, prejudice, discrimination and bullying online and offline, explain why they are harmful, and respond appropriately to help keep myself and others safe. I can value similarities and differences between myself and others, recognise my responsibility to treat people with respect, and build positive relationships through kindness, inclusion and understanding.	I can explain what emotional needs are, recognise mixed feelings, and use assertiveness skills to manage pressure and make positive choices. I can use safe, respectful and responsible behaviours online, recognise possible risks, and seek support when needed to help keep myself and others safe. I can explain how drugs, including alcohol, are used and categorised, describe their effects, and understand how addiction can develop.	I can identify facts, opinions, bias and stereotypes in media, explain how they influence people's views, and recognise how online information and identities can be misleading. I can explain how groups can bring about change, reflect on my role in supporting my community and environment, and describe how democracy and British values help people live together fairly. I can explain how money is earned, saved and spent, and describe factors that influence financial decisions.	I can take responsibility for my health and wellbeing by setting realistic goals, identifying the steps and support I need to achieve them, and showing resilience when I face challenges. I can make thoughtful decisions to manage risks, keep myself and others safe in different situations, and respond appropriately when someone needs help due to illness or injury.	I can explain how to stay safe online by making responsible choices about sharing information and images and recognise possible risks and sources of support. I can explain how stereotypes and unrealistic images can influence how people think about themselves and others, and value people for their qualities, skills and character. I can explain how changes during puberty can affect emotions and self-esteem and use different ways to support and manage these changes positively.

Vocabulary for RSHE

Me and my Relationships

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
like feel choose head arms legs eyes ears nose mouth teeth hands fingers feet toes knees elbows pants vests private special feel look friend	favourite special practice effort same different family help people friends feelings happy sad emojis kind helpful	rules safe responsibility feelings body language emotions safe support behaviour hurt help heal family listening	happy safe caring friendly rules feelings help bullying teasing	rules safety responsibility care loss feelings cooperate collaborate compromise conflict dare persuade courteous apologise	feelings physical effects sad unhappy devastated miserable distressed lonely alone ignored isolated abandoned apologetic regretful remorseful rueful repentant aching sore excruciating agonising painful happy delighted	collaborate negotiate compromise conflict resolution insensitive sensitive unhealthy healthy abuse assertive passive aggressive	collaboration teamwork negotiation compromise respectful assertive peer pressure resolution sensitive thoughtful response marriage illegal appropriate inappropriate illegal identity theft

Vocabulary for RSHE

Valuing Differences							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
similar different friendship friend family special similar different kind sharing helping feelings	special likes dislikes favourite same different kind unkind family home friendship	same different difference respect unkind unkindness tease teasing bully bullying rules safe fair	unique respect feelings behaviour calm aggressive solve cooperate	same-sex blended family respect family	negotiation compromise body space invade sharing acquaintance aggressive apologise similarities differences respect stereotype	Friendship Talking Listening Respect Excluded Discrimination Prejudice Metaphor Diverse consequences	Witness Bystander Unique Confidence Self-esteem Diversity Stereotype Respect Disrespect Empathy Identity Prejudice Respect Diversity Tolerance Relationships Friend Acquaintance Stereotype assumption

Vocabulary for RSHE

Keeping Safe							
Nursery	**Reception**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
feelings unsafe safe signs	clean medicine chemist doctor detective trust address	sleep rest grow tired feelings worried nervous scared support unsafe emotions harmful responsibility	secret safe unsafe tell private parts consent permission secret uncomfortable	risks strategies medicine drugs fake news phishing browsing alcohol nicotine cigarettes drugs	choices social norm persevere influence consequence dare assertive hazardous risk dangerous	habit addiction pros cons bullying cyberbullying dare pressure influence drugs cigarettes alcohol norms perception assertive	alcohol

Vocabulary for RSHE

Rights and Respect

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
germs	responsibility helpful caring electricity pollution recycling money shop buy cost	hygiene routine emergency accident burn safe kettle hazard danger accident risk first aid	responsibility help share listen feelings control erupt safe unsafe uniform money spending	volunteer wellbeing helper responsible safe healthy fact opinion environment waste income saving earning	reliable trustworthy safe healthy rules laws rights responsibility united nations democracy influence opinion respectful courteous witness conservation expenditure income tax national insurance vat deductions	responsibility fact opinion biased unbiased rights duties costs wages salaries rent borrow loan debt interest credit council vote elections	stereotype social media profile image sharing saving bank junior isa interest debit card cash value tax vat composting recycling energy materials waste fair trade democracy election manifesto candidate voting ballot enforcement debate proposal

Vocabulary for RSHE

Being My Best

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
germs	responsibility helpful caring electricity pollution recycling money shop buy cost	hygiene routine emergency accident burn safe kettle hazard danger accident risk first aid	responsibility help share listen feelings control erupt safe unsafe uniform money spending	volunteer wellbeing helper responsible safe healthy fact opinion environment waste income saving earning	reliable trustworthy safe healthy rules laws rights responsibility united nations democracy influence opinion respectful courteous witness conservation expenditure income tax national insurance vat deductions	responsibility fact opinion biased unbiased rights duties costs wages salaries rent borrow loan debt interest credit council vote elections	stereotype social media profile image sharing saving bank junior isa interest debit card cash value tax vat composting recycling energy materials waste fair trade democracy election manifesto candidate voting ballot enforcement debate proposal

Vocabulary for RSHE

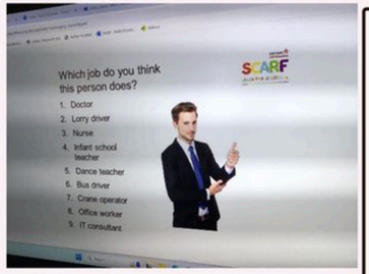
Growing and Changing

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
food water exercise sleep energy challenge encourage private parts privates nipples penis testicles vulva	exercise sleep wash healthy energy grow exercise heart muscles routine calm sleep private parts privates nipples penis testicles scrotum vulva vagina anus	starchy dairy protein fruit vegetables vitamins portion healthy fruit germs disease hygiene nipples breasts breastfeeding privates penis testicles scrotum vulva vagina anus	practice encourage goal achieve challenge choose choices vaccination injection dental hygiene nipples breasts breastfeeding womb privates / genitals penis testicles scrotum vulva vagina anus	proteins muscles dairy teeth bones starchy carbohydrates infection cleanliness hygiene collaborate achieve improve ambition period menstruation ovary / ovaries egg fallopian tube uterus cervix prostrate gland bladder urethra	individual unique choices wellbeing refuse reduce repair community injury minor accident emergency blood nose bleed choking breathing airway unresponsive casualty burn scald wound recovery puberty public hair period pads tampons period pants	healthy choices organs circumcision circumcised uncircumcised female genital mutilation (FGM)	aspirations perseverance accurate reliable sources risk dilemma influence Red Cross first aid emergency 999 ambulance operator

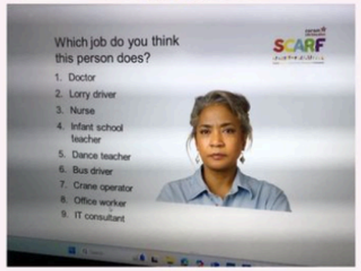
The Impact of our RSHE Curriculum...

The impact of our curriculum offer will be that the standards of attainment across the school will meet or exceed those which are expected of our children nationally. We continuously assess the implementation and impact of our RSHE curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and sexual matters and a secure knowledge and skills base to navigate their way through these, now and in the future.

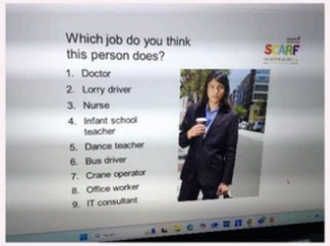
Through our RSE curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy and who will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.



Year 6 completed this activity to challenge stereotypical gender portrayals of people to help them recognise that people can fall into a wide range of what is seen as normal.

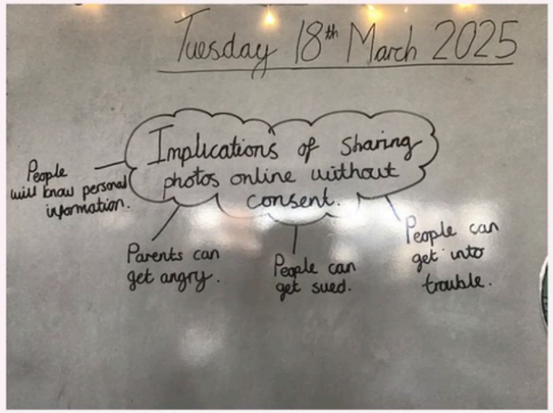




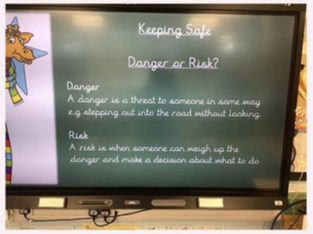








As a group we spoke about what implications could come from sharing photos online without consent.



Year 3 spoke about what they thought the words danger and risk means and we spoke about the definitions as a class.







Year 6 looked at this fake profile, we spoke about if we think it is fake or not. This helped us recognise that some people post things online about themselves that are not true to get lots of likes.



