

RSHE Scheme of Work

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<ul style="list-style-type: none"> All about me (a, b, c) What makes me special (a, b, c) Being helpful at home and caring for our classroom (b) Bouncing back when things go wrong (b, c) 	<ul style="list-style-type: none"> Our feelings (a, b, c) Harold's school rules (b, d) Good friends (a, b, c) Who can help (1) (b, d, e) 	<ul style="list-style-type: none"> Our ideal classroom (b) My special people (b) How are you feeling today? (a, b, c) How do we make others feel? (b) 	<ul style="list-style-type: none"> My special pet (a, b, c) The Risk Robot (e) Helping each other to stay safe (e) Getting on with your nerves 	<ul style="list-style-type: none"> What makes me ME! (e) Who helps us stay healthy and safe? (e) How do we make a difference? (d) Keeping ourselves safe (b, d, e) 	<ul style="list-style-type: none"> 'Thinking' about habits Jay's dilemma Communication (d) Play, like, share (d) 	<ul style="list-style-type: none"> Think before you click Traffic lights (b, d, e) Five ways to wellbeing project I look great! (b, d, e)
Autumn 2	<ul style="list-style-type: none"> My feelings (a, c) My feelings (2) (a, c) Healthy eating Healthy eating (2) Move your body A good night's sleep 	<ul style="list-style-type: none"> Healthy me Then and now (b, d, e) What could Harold do? Around and about the school 	<ul style="list-style-type: none"> Being a good friend (a, b, c) Bullying or teasing? (b) When I feel like erupting How can we look after our environment? 	<ul style="list-style-type: none"> For or against (b) Let's have a tidy up Earning money Friends are special (c) 	<ul style="list-style-type: none"> Under pressure (a, b, c) Harold's expenses Medicines: check the label The people we share our world with (a, b) 	<ul style="list-style-type: none"> Independence and responsibility (e) Our emotional needs Qualities of friendship (b, c) How good a friend are you? (a, b, c) 	<ul style="list-style-type: none"> It's a puzzle Joe's story (part 1) This will be your life Democracy in Britain 1- Elections Democracy in Britain 2 – How (most) laws are made
Spring 1	<ul style="list-style-type: none"> Looking after money (1): recognising, spending and using Looking after money (2): saving money and keeping it safe Me and my special people (a, b, c) Who can help me? (a, c) Listening to my feelings (1) (b, e) 	<ul style="list-style-type: none"> Harold loses Geoffrey (b, d, e) Who can help (2) Harold has a bad day (b, c) Harold's money 	<ul style="list-style-type: none"> What should Harold say? (b, d, e) Harold saves for something special Let's all be happy (a, b, c) When someone is feeling left out 	<ul style="list-style-type: none"> None of your business (b, d, e) Raisin Challenge (1) (b, d, e) I am fantastic! (e) Super Searcher (d) 	<ul style="list-style-type: none"> Making choices (b, c) Friend or acquaintance? (b) Raisin Challenge (2) (b, d, e) That is such a stereotype! (b) 	<ul style="list-style-type: none"> Help! I'm a teenager- get me out of here! (b, d, e) Taking notice of our feelings (b, d, e) Smoking: what is normal? Getting fit Would you risk it? Drugs: true or false? 	<ul style="list-style-type: none"> What sort of drug is ...? Alcohol: what is normal? What's the risk? (1) What is HIV? (b, d, e) Basic first aid

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Spring 2	<ul style="list-style-type: none"> ▪ I'm special, you're special (b) ▪ Same and different (b, c, e) ▪ Same and different families (a, b) ▪ Same and different homes (b) ▪ Kind and caring (1) (b, c) 	<ul style="list-style-type: none"> ▪ Who are our special people? (b) ▪ Our special people balloons (a, b, c) ▪ Surprises and secrets (b, d, e) ▪ Basic first aid 	<ul style="list-style-type: none"> ▪ How safe would you feel? (b, d, e) ▪ Should I tell? (b, d, e) ▪ I don't like that! (b, d, e) ▪ What makes us who we are? (b) 	<ul style="list-style-type: none"> ▪ Looking after our special people (a, b, c) ▪ Respect and challenge (b) ▪ Relationship tree (b, d, e) ▪ Body space (b, d, e) 	<ul style="list-style-type: none"> ▪ OK or not ok? (part 1) (a, b, c) ▪ Different feelings ▪ Can you sort it? (b, c) ▪ Picture wise (d) 	<ul style="list-style-type: none"> ▪ Stop, start stereotype (b, d, e) ▪ Relationship cake recipe a, b, c) ▪ It could happen to anyone (c) ▪ Being assertive (b, d, e) ▪ Is it true? (b) 	<ul style="list-style-type: none"> ▪ We have more in common than not (b) ▪ Joe's story (part 2) (b, d, e) ▪ Dear Ash (e) ▪ Advertising friendships (b)
Summer 1	<ul style="list-style-type: none"> ▪ What's safe to go on my body ▪ What's safe to go into my body (including medicines) ▪ Safe indoors and outdoors (a, e) ▪ Keeping safe online (d, e) ▪ People who help to keep me safe (a, e) ▪ Me and my body-girls and boys (b, e) 	<ul style="list-style-type: none"> ▪ It's not fair! (b, c) ▪ Thinking about feelings (a, b, c) ▪ Unkind, tease or bully? (b, c) ▪ Pass on the praise (b, c) 	<ul style="list-style-type: none"> ▪ Sam moves house ▪ Fun or not? (b, d, e) ▪ Solve the problem (c) ▪ Feeling safe (e) 	<ul style="list-style-type: none"> ▪ Zeb (b) ▪ Secret or surprise? (b, d, e) ▪ My changing body (b, d, e) ▪ Family and friends (b) 	<ul style="list-style-type: none"> ▪ Ok or not ok? (part 2) (a, b, c) ▪ Know the norms ▪ When feelings change (a, b, c) ▪ My feelings are all over the place! (b, d, e) ▪ Danger, risk or hazard? (e) 	<ul style="list-style-type: none"> ▪ Spot bullying (b, d) ▪ Decision dilemmas (b, d, e) ▪ Different skills ▪ How are they feeling? (b, d, e) 	<ul style="list-style-type: none"> ▪ OK to be different (b) ▪ Respecting differences (b) ▪ Solve the friendship problem (a, b, c) ▪ Behave yourself (b, e)
Summer 2	<ul style="list-style-type: none"> ▪ Getting bigger (a, b) ▪ Life stages- plants, animals and humans ▪ Life stages: Human life stage- who will I be? (a, e) ▪ Looking after my special people (a) ▪ Looking after my friends (b, c, e) ▪ Caring for our world (b) 	<ul style="list-style-type: none"> ▪ Good or bad touches (b, d, e) ▪ Feelings and bodies (a, b, c) ▪ Taking care of a baby (b, d, e) ▪ Inside my wonderful body ▪ Keeping privates private (b, d, e) 	<ul style="list-style-type: none"> ▪ My body needs ▪ Harold's bathroom ▪ Haven't you grown! (b, d, e) ▪ Harold's postcard-helping us to keep clean ▪ Harold's picnic ▪ What does my body do? ▪ My body, your body (d) ▪ Respecting privacy (d) ▪ Some secrets should never be kept (d) 	<ul style="list-style-type: none"> ▪ Safe or unsafe? (d) ▪ Help or harm? ▪ Body teamwork ▪ Let's celebrate our differences (a, b, d) ▪ Harold's environmental project ▪ Poorly Harold 	<ul style="list-style-type: none"> ▪ Islands (b) ▪ Secret or surprise? (b, d, e) ▪ What would I do? (a, b, c) 	<ul style="list-style-type: none"> ▪ Collaboration challenge ▪ Give and take (c) ▪ Star qualities (e) ▪ Happy being me (b) 	<ul style="list-style-type: none"> ▪ Working together ▪ Tolerance and respect for others (b) ▪ Don't force me (a, b, c) ▪ Acting appropriately (a, b, c) ▪ To share or not to share? (d, e) ▪ Boys will be boys?-challenging gender stereotypes (b) ▪ Assertiveness skills (a, b, c)

<p>Additional coverage by external providers</p>					<p>Puberty Talk</p> <ul style="list-style-type: none"> ▪ All change! ▪ Period positive (b, d, e) 	<p>Puberty Talk</p> <ul style="list-style-type: none"> ▪ Growing up and changing bodies (b, d, e) <p>PC Visit</p> <p>Units covering</p> <ul style="list-style-type: none"> ▪ bullying ▪ cyber bullying ▪ sending inappropriate messages ▪ age of criminal responsibility 	<p>Puberty Talk</p> <ul style="list-style-type: none"> ▪ Is this normal? <p>Sex Education Talk</p> <ul style="list-style-type: none"> ▪ Making babies (b, d, e)
<p>DfE Relationships Education categories (in brackets) met by each lesson</p>	<p>Families and people who care for me</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> ▪ that families are important for children growing up because they can give love, security and stability. ▪ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, 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>Respectful relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> ▪ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ▪ 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. <p>Caring friendships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> ▪ how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ▪ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Online relationships</p> <p>Pupils should know</p> <ul style="list-style-type: none"> ▪ that people sometimes behave differently online, including by pretending to be someone they are not. 						

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- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

Pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.