

RSHE WHOLE SCHOOL OVERVIEW



Love, Care, Share...
Love learning as friends;
Care for our community as neighbours;
Share our faith in Jesus as disciples.



St. Ethelbert's RCP

Whole School Overview for RSHE

STATEMENT OF INTENT

At St. Ethelbert's RCP, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE.

'I have come that you might have life and have it to the full.' (John.10.10)

Relationships and Sex education is an integral part of our curriculum precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore, is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents and carers, to provide children and young people with a 'positive and prudent sexual education' which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Our curriculum is based on 'A Journey in Love' RSE scheme (Brentwood Diocese) & the Scarf PSHE scheme.

PREVIOUSLY COVERED IN EYFS

Personal, Social and Emotional Development statements:

I know my own name and can say something I am good at.
 I cooperate with simple requests and routines.
 I know my gender.
 I play with other children.
 I understand some boundaries.
 I can describe my own gender and ethnicity.
 I can share toys with help.
 I can stop myself doing something I shouldn't be doing.
 I enjoy being involved in daily tasks.
 I can make compromises with help.
 I ask for adult help when necessary.
 I express a wide range of emotions.
 I can listen and attend in a large group.
 I am outgoing to a variety of different adults.
 I can adapt my behaviour to a range of situations.
 I can name and understand my own feelings.
 I respect boundaries.
 I can follow simple instructions.
 I understand and can talk about my own feelings and the feelings of others.
 I can say if something is right or wrong.
 I am attentive to adults and respond appropriately.
 I can talk about my behaviour and its consequences.
 I know why there are rules.
 I show confidence in choosing resources.
 I can regulate my own behaviour.
 I can take steps to resolve conflicts with other children.
 I can speak to others about my needs, wants, interests and opinions.

KS1 & KS2

YEAR 1

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:

In this unit, pupils will find out that classroom and school rules help everyone to learn and be safe. They will discover some attentive listening skills and recognise how others might be feeling by reading body language/facial expressions. They will explore how people's bodies and feelings can be hurt and then investigate ways of dealing with different kinds of hurt. Finally, pupils will be able to identify simple qualities of friendship.

KEY STICKY KNOWLEDGE

- Know school rules keep everyone safe and let everyone learn.
- Know looking at someone when they are speaking is one sign they are listening.
- Know 'body language' is how the body shows us how someone is feeling.
- Know bodies can be hurt and feelings can be hurt too.
- Know that friends share and take turns.

2.UNIT: Valuing Difference

KEY KNOWLEDGE & SKILLS:

In this unit, pupils will identify the differences and similarities between people, begin to appreciate the positive aspects of these differences and through discussion, start to empathise with those who are different from them. Pupils will suggest ways they can show kindness to others and recognise and name some of the qualities that make a person special to them.

In this unit, pupils will recognise the importance of sleep in maintaining a healthy, balanced lifestyle and will name some simple bedtime routines that promote healthy sleep. They will explore emotions and physical feelings associated with feeling unsafe and name people who can help them when they feel this way. Later, they will discover that medicines can sometimes make people feel better when they're ill but that they can also cause harm if used incorrectly. Because of this, they will explore simple issues of safety about medicines and their use.

KEY STICKY KNOWLEDGE

- Know that if I feel 'butterflies in my tummy', it could be that my body is telling me I feel uncomfortable/nervous/unsafe in a situation.
- Know I should tell a trusted adult if I feel this way.
- Know that yawning is letting me know that my body wants to sleep.
- Know that sleep is important for my body so it can grow and repair.
- Know taking someone else's medicine is dangerous.

4.UNIT: Rights and Respect

KEY KNOWLEDGE & SKILLS:

In this unit, pupils will recognise how a person's behaviour (including their own) can affect other people. Pupils will identify what they like about the school environment and investigate who cares for and looks after it. They will explain the importance of looking after things that belong to themselves or to others (and how this relates to our environment) and this will develop into demonstrating

In this unit, pupils will discover that eating at least five portions of vegetables and fruit a day helps to maintain health. Pupils will recognise the importance of regular hygiene routines; including brushing teeth and understand how germs can spread and how to help prevent this. They will then explore how learning a new skill requires practice and the opportunity to fail, safely. Finally, pupils will demonstrate attentive listening skills and learn how being happy for friends when they succeed is an important element of friendship.

KEY STICKY KNOWLEDGE

- Know that eating at least five portions of vegetables and fruit a day helps to keep my body and mind healthy.
- Know that it is important to brush teeth in the morning and at bedtime or teeth may start to hurt and go bad.
- Know we can spread germs to other people but washing hands can help stop the spread of germs.
- Know learning something new can feel uncomfortable but it is important to keep trying.
- Know that a good friend encourages their friends.

6.UNIT: Growing and Changing (RSE)

KEY KNOWLEDGE & SKILLS:

In this unit, pupils will understand that the body gets energy from food, water and air (oxygen). Pupils will identify things they could do as a baby, as a toddler and things they can do now and then describe how people helped them at those different stages of development. Pupils will explore who they can talk to if they feel uncomfortable about any secret they are told, or told to keep or about any

Pupils will explain their classroom rules which they have helped to create.	responsibility by looking after something (e.g. a plant). Finally, pupils will explain the importance of keeping money safe and show an understanding of the concept of 'saving money'.	touches they do not like. Finally, pupils will name parts of the body that are private and describe ways in which private parts can be kept private.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that we are all different but we are all equal. Know that bullying is when someone is deliberately unkind or hurtful to another person many times. Know that 'be ready', 'be respectful' and 'be safe' are our 3 school rules. Know that saying things like: 'Do you want to play with us?', 'Are you OK?' and 'Can I help?' are examples of being kind. Know that special people in our lives make us feel safe and loved. 	<ul style="list-style-type: none"> Know that my behaviour can affect other people around me. Know the word 'environment' means 'everything in the world around us that can affect our lives'. Know it is everyone's job to look after the environment. Know that a family has to spend its money on food, electricity to heat the house and put the lights on and the cost of having a house (mortgage or rent). Know 'saving' is when we put money in a safe place and then keep adding to it. 	<ul style="list-style-type: none"> Know to stay alive I need oxygen, water, food, and sleep. Know that babies need love, milk – either from breast or bottle, eye contact and cuddles. Know that what is in my pants belongs to me and is private. Know that it is OK to say 'I am too young to keep a secret'. Know that I can say 'no' to an unwanted touch.

Year 2

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will learn to understand that people have different ways of expressing their feelings. As they progress, they will then be able to identify helpful ways of responding to other's feelings (including loneliness & anger). Pupils will identify some of the ways that good friends care for each other. Pupils will learn the difference between bullying and isolated unkind behaviour and that there are different types of bullying and unkind behaviour. Finally, they will understand and describe practical strategies for dealing with bullying and through role-play, be given the	In this unit, pupils will identify situations in which they would feel safe or unsafe and how this might manifest in the body (feel sick). They will identify safe secrets (including surprises) and unsafe secrets and recognise 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. Pupils will suggest actions for dealing with unsafe situations including who they could ask for help. Finally, pupil will explain simple issues of safety about medicines and their use.	In this unit, pupils will suggest phrases and words of encouragement to give someone who is learning something new and will understand that friends who do this, have special qualities. They will identify and describe where they are on the 'learning line' in a given activity, and apply positive mindset strategies to their own learning. Pupils will explore how special people in our lives make us feel safe, loved and important. They will discover that there are many ways to show kindness.

opportunity to rehearse and demonstrate some of these strategies.		
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know if someone is nervous, they might have a quiet voice, no eye contact, making themselves seem small. Know if someone looks lonely, I could talk to them and tell an adult. Know that friends listen to you and don't leave people out. Know leaving someone out day after day is a type of bullying. Know that I should tell an adult if someone doesn't play nicely but I should say: 'Don't do that, I don't like it.' 	<ul style="list-style-type: none"> Know that if I feel 'butterflies in my tummy' and 'I feel sick', it could be that my body is telling me I feel uncomfortable/nervous/unsafe in a situation. Know that a 'happy surprise' or 'happy secret' will end with something good. Know that if an adult tells me I should 'never tell anyone' about something, this is an 'unsafe secret' and I MUST tell a trusted adult straight away. Know that I should not always say 'yes' if I am uncomfortable because sometimes, I can say 'no', 'I'll ask' and 'I'll tell'. Know that adults should be in charge of medicines because taking the wrong medicine can make me very ill. 	<ul style="list-style-type: none"> Know a good friend can name something special about their friend. Know that special people in our lives make us feel <i>safe, loved and important</i>. Know that it is OK to feel angry but it is never OK to shout at, push or hit someone just because we feel angry. Know that even if my friends do not want to invite a lonely person to play with us, I can still do what is right. Know that <i>letting someone go ahead of me, giving compliments and saying thank you</i> are examples of being kind.
2.UNIT: Valuing Difference	4.UNIT: Rights and Respect	6.UNIT: Growing and Changing (RSE)
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will learn and use words and phrases that show respect for other people. They will recognise and explain how a person's behaviour can affect other people. They will suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships and be taught active listening techniques and then have opportunities to demonstrate these. Pupils will recognise and describe acts of kindness and unkindness, show acts of kindness around school and then explain how these impact on other people's feelings.	In this unit, pupils will describe strategies for getting on with others in the classroom. They will discover the importance of keeping personal information private, when online and only talking to people they know in real life. They will learn that they must tell an adult they trust if anything happens that makes them worried. Finally, pupils will recognise that money can be spent on items which are essential or non-essential and that money can be saved for a future time. As they progress, pupils will give reasons why people (including themselves) might need to save money.	In this unit, pupils will learn that you are not allowed to touch someone's private belongings without their permission and that our bodies 'belong' to us too. Pupils will identify how inappropriate touch can make someone feel and who they should talk to if they are unhappy about an unwanted touch. They will define the word 'privacy'. Pupils will also understand that girls and boys mostly have the same body parts but how we can look different from person to person. Finally, pupils will name and identify different stages of human development.

KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that 'respect' means being nice to someone even though they may be different to you. Know that feeling tired or sad or unsafe can affect someone's behaviour in a negative way. Know that if someone else is angry, it is better to take slow breaths to help me to stay calm instead of shouting back. Know that using our manners is an example of being kind. Know that if I am 'actively listening', I might a). make eye-contact b). nod head c). try not to be distracted. 	<ul style="list-style-type: none"> Know everyone has a right to do their best in school so we should: share, take turns, listen and include people. Know to calm down we could take long, deep breaths, go for a walk outside or have a hug. Know that I should phone 999 in an emergency if I need the police, an ambulance or the fire service. Know that it is not safe to play online games with people we do not know in real life. Know that even though a person has money, they do not have to spend it. 	<ul style="list-style-type: none"> Know that private parts are private; and always remember my body belongs to me. Know that a baby develops into a toddler then a child then a teenager and then an adult. Know that boys and girls have many body parts which are the same and some which are different. Know that 'privacy' means a person is in a place or situation which allows them to do things without other people seeing them or disturbing them. Know if a person doesn't like a certain touch, they can feel sick and uncomfortable.

Year 3

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will explore why rules are different for different age groups and then suggest appropriate rules for a range of settings. They will practise explaining the thinking behind their ideas and opinions and in addition, they will learn how to listen to the opinions of others and move on to considering others' points of view. Pupils will suggest reasons why friends sometimes fall out and discover, rehearse and use, now or in the future, skills for making up again.	In this unit, pupils will define the words danger and risk and explain the difference between the two. They will describe how being in risky situations affects how the body feels. They will identify people who can help if a particular situation is unsafe. Pupils will define the word 'drug' and understand that nicotine, alcohol and medicines are drugs. Due to this learning, pupils will suggest ways they can be helpful or harmful.	In this unit, pupils will explain what is meant by the term 'balanced diet' and give examples of what might make-up a healthy, balanced meal. They will suggest medical and non-medical ways of treating an illness. Pupils will name major internal body parts. They will then go on to discover why some groups of people are not represented as much on television/in the media. Finally, they will recognise their own skills (and those of other children in the class) and describe the benefits of setting ourselves a goal.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> Know that sometimes rules for children and adults are different because children are still 	<ul style="list-style-type: none"> Know that a 'danger' will definitely hurt someone but a 'risk' is when we can make something safer. 	<ul style="list-style-type: none"> Know that we our bodies and minds will be healthier if we try to eat a balanced diet which includes a variety of foods.

<p>developing and they can be affected more than adults.</p> <ul style="list-style-type: none"> • Know that compromise is a way of settling differences by everybody making slight to changes to what they want. • Know that 'conflict' is another word for 'falling-out and conflict is normal between friends. • Know that we have to accept our friends might have different feelings to ours. • Know that to make-up with a friend I could: a). listen without interrupting b). apologise – even if I feel they should apologise too. 	<ul style="list-style-type: none"> • Know that if I feel 'butterflies in my tummy', 'I feel sick' and 'need the toilet', it could be that my body is telling me I feel uncomfortable/nervous/unsafe in a situation. • Know that trusted adults at home, teachers at school and the emergency services are all people who help to keep me safe. • Know that medicines are a type of drug. • Alcohol is a drug that can affect the brain. 	<ul style="list-style-type: none"> • Know that rest, sleep, water and healthy food can help us when we are unwell. • Know that the heart, lungs, stomach, small intestines large intestines, liver and brain are out major, internal organs. • Know that some people are not represented on TV as much as others and they can be people who are: disabled, from ethnic minorities women in certain roles. • Know having a goal to aim for requires hard work but it is a key to happiness.
2.UNIT: Valuing Difference	4.UNIT: Rights and Respect	6.UNIT: Growing and Changing (RSE)
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
<p>In this unit, pupils will reflect on listening skills and practise them. They will explore different types of families and be able to name some. Pupils will explain that people living in the UK have different origins and then recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. Pupils will investigate why people have prejudiced views and understand what this is.</p>	<p>In this unit, pupils will discover the difference between 'fact' and 'opinion'. They will investigate how an event can be perceived from different viewpoints. Pupils will define what a volunteer is, why someone might volunteer and identify people who are volunteers in the school community. Pupils will explain that people earn their income through their jobs. Finally, pupils will evaluate and explain different methods of looking after the school environment.</p>	<p>In this unit, pupils will identify different types of relationships and recognise who they have positive, healthy relationships with. They will also explore what can make a relationship 'unhealthy'. They will learn what is meant by the term 'personal space' and rehearse strategies for when someone is inappropriately in their personal space. Pupils will know the difference between a safe and an unsafe secret, describe how different surprises and secrets might make them feel and know who they could ask for help if a secret made them feel uncomfortable or unsafe. They will examine how 'no' means 'no'.</p>
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know a good listener listens to understand and not to reply. • Know when someone is adopted it means that they have become part of a new family who wants to love and take care of them forever, because their own family can't keep them safe. • Know that people who live in the UK, may have may have been born in a different country or 	<ul style="list-style-type: none"> • Know that a fact is something that is true. • Know that an opinion is what someone thinks about something - and we can all have a different opinion. • Know that a volunteer is someone who offers to take part in something and give their time without being paid. 	<ul style="list-style-type: none"> • Know that if someone we know gets angry with us a lot and often breaks their promises, our relationship may not be unhealthy. • Know that 'personal space' is the area that is very close to your body and each individual can decided who is allowed and not allowed into their personal space.

<p>have family members who were born in a different country.</p> <ul style="list-style-type: none"> • Know that 'prejudice' (pre-judge) means to decide we don't like someone even before we have got to know them, just because they belong to a different group to us. • Know that some people might be prejudice against people because of their skin colour and religion. 	<ul style="list-style-type: none"> • Know 'income' is regular money a person earns for doing work. • Know we can help to look after the environment by saving water, saving energy (like turning off lights) and being less wasteful. 	<ul style="list-style-type: none"> • Know that what is in my pants belongs to me and is private and 'no' means 'no'. • Know that a 'happy surprise or secret' can make a person feel excited, giddy and impatient because they cannot wait for the time when they can tell. • Know that an 'unsafe secret' can make a person feel uncomfortable, nervous and unhappy so they MUST tell trusted adult about the secret. •
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Year 4

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will demonstrate strategies for working on a collaborative task. They will recognise that there are times when they might need to say 'no' to a friend and then describe and rehearse appropriate assertive strategies for saying 'no'. Pupils will be taught that feelings can be expressed through facial expressions and body language and how this information is not conveyed through text messages. As their understanding develops, pupils will be able to give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from and give examples of strategies to respond to being bullied, including what people can do and say.	In this unit, pupils will define the terms 'danger', 'risk' and 'hazard' and explain the difference between them by identifying situations which are either dangerous, risky or hazardous. Pupils will suggest and role-play strategies for managing dares. They will identify images that are safe/unsafe to share online. Pupils will understand that medicines are drugs and explain the necessity of safety rules regarding medicine use and storage.	In this unit, pupils will define the word 'diversity'. They will give examples of choices they can make for themselves to help them sustain a healthy lifestyle. Pupils will suggest how some of the 'Seven Rs' recycling methods can be applied to different scenarios. They will identify ways in which everyone is unique and recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Finally, pupils will define what is meant by the word 'community'.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that collaboration means working together. • Know that being assertive means having the ability to speak-up for ourselves in a calm way that is respectful. 	<ul style="list-style-type: none"> • Know that a danger is something which definitely 'will' cause harm and a hazard is something which 'could' cause harm. • Know that the Parrot Technique is a strategy which could help me to get out of doing a dare. 	<ul style="list-style-type: none"> • Know that 'diversity' means having a range of people with different skin colours, religions, lifestyles and interests. • Know that exercise; a healthy, balanced diet; fresh air; regular sleep and avoiding too much

<ul style="list-style-type: none"> • Know that sometimes speaking face-to-face with a friend is better than messaging them. • Know that it is important to tell an adult about our negative feelings because they can stop us from sleeping and can give us a stomach ache. • Know that teasing once is just teasing but teasing every day is bullying. 	<ul style="list-style-type: none"> • Know that medicines have labels on them which give important information to help us to use them safely. • Know that a photo shared online can be made safer if it doesn't show personal information in the background like school and street names. • Know that 'indirect advertising' on social media is done on purpose to make me think a certain way and make me copy. 	<p>time spent online/screentime are all things we need to stay healthy.</p> <ul style="list-style-type: none"> • Know that reduce means to use less, re-use – using things as thoroughly as you can rather than throwing them away and recycle – using an objects material again instead of wasting it (paper, glass, some plastics and metals). • Know that 'a community' describes 'the people living in one area' or 'a group with similar interests'. • Know that is normal for people to have different opinions and sometimes it is important to accept that instead of challenging someone which could lead to conflict.
2.UNIT: Valuing Difference	4.UNIT: Rights and Respect	6.UNIT: Growing and Changing (RSE)
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will define the terms 'negotiation' and 'compromise', learn some key skills and then and role play them to help manage conflict or differences. They will recognise potential consequences of aggressive behaviour and suggest strategies for dealing with someone who is behaving aggressively. Pupils will identify stereotypes, including those promoted in the media. They will recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances).	In this unit, pupils will define what is meant by 'being responsible' and describe the various responsibilities of those who help them stay healthy and safe. They will learn that humans have rights, they will name some and understand that we should respect the rights of others. Pupils will define the word 'influence'. They will develop their learning by recognising that reports in the media can influence the way they think about a topic. Pupils will explain the role of the 'bystander' and how it can influence bullying or other anti-social behaviour. They will learn about how a bystander's actions can affect the outcomes of situations. Finally, pupils will explain what is meant by the term 'income tax'.	In this unit, pupils will describe some of the changes that happen to people during their lives. They will describe what changes happen in puberty (including changes to emotions) and explain why puberty happens. Pupils will discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that an example of being kind which could benefit others and yourself is to go with 	<ul style="list-style-type: none"> • Know that 'rights' are needs we all should have e.g. being safe. 	<ul style="list-style-type: none"> • Know that 'puberty' describes a time in a person's life when their body starts to change from a child to an adult.

<p>someone else's idea and not just want our own way for the sake of it.</p> <ul style="list-style-type: none"> • Know that shouting, making rude gestures, pushing, swearing, and being within someone's personal space are all example so of aggressive behaviour. • Know that taking slow breaths to stay calm, walking away or saying 'Please stop, I don't like it', are strategies to deal with aggressive behaviour. • Know that a 'stereotype' is a popular but unfair and often untrue belief that people who are from a particular group will behave in the same way as each other. • Know that an acquaintance is a type of friend who we are nice to but they are not close friends. 	<ul style="list-style-type: none"> • Know that 'responsibilities' are things we are expected to do e.g. following rules and laws and being nice to others. • Know that 'influence' means when someone affects someone else's opinions or decisions. • Know that a 'bystander' is a person who does not become actively involved in a situation where someone needs help. • Know that 'tax' is money which is used to pay for public services like hospitals, police, education, libraries and so on. 	<ul style="list-style-type: none"> • Know that during puberty, a person's emotions can change too and they may feel like they are difficult to control at times. • Know that special chemicals in our bodies called 'hormones' help it to do certain things like 'grow up'. • Know that marriage is legal commitment of two people to each other which is intended to be lifelong. • Know that all families, no matter how different they may be, should have love and care at their centre.
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Year 5

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will describe the attributes needed to work collaboratively and will then rehearse these. Pupils will learn what is meant by the terms negotiation and compromise then explore useful strategies for resolving difficult issues or situations. They will give examples of some key qualities of friendship and be able to identify some things that make a relationship unhealthy. Finally, pupils will identify characteristics of passive aggressive and assertive behaviours and rehearse assertiveness skills.	In this unit, pupils will demonstrate strategies to deal with both face-to-face and online bullying and suggest ways they can support others who are bullied. They will reflect on what information they share offline and online and suggest what someone should do when faced with a risky situation. Pupils will identify risk factors in a given situation (involving smoking and vaping) and consider the outcomes of these types of risk taking, including emotional risks. Pupils will know that all medicines are drugs but not all drugs are medicines.	In this unit, pupils will explore how having a goal to aim for requires hard work, patience and commitment. They will discuss how as we mature, we are able to be more responsible for our actions and that usually, with more independence, we are given more responsibility. Pupils will describe 'star' qualities that 'ordinary' people have.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE

<ul style="list-style-type: none"> • Know that collaboration only works if we listen to each other, speak clearly and recognise people's contributions. • Know that a 'negotiation' is a discussion aimed at reaching an agreement. • Know that good friends are happy for their friend's successes and congratulate them. • Know unkind words, hitting, and lies are clues that a relationship is unhealthy. • Know that assertive people tackle conflict by making eye contact and making suggestions that will suit everyone. 	<ul style="list-style-type: none"> • Know that when I see disrespectful behaviour online, I should tell an adult immediately. • Know playing online games can be made safer by: not sharing personal information like addresses; only play with friends from real life, don't do what the gamer says and join them on another website or app. • Know nicotine is the drug in vape products. • Know vaping was created to target children so nicotine companies could sell more products. • Know 'all medicines are drugs but not all drugs are medicines'. 	<ul style="list-style-type: none"> • Know having a goal to aim for requires hard work, patience and commitment but it is also a key to happiness. • Know that as we get older, we are more responsible for our own actions. • Know that everyone has a 'star quality' and we cannot guess tell a person's quality by the way they look. • Know that independence means thinking and acting for myself. • Know that usually with more independence comes more responsibility.
2.UNIT: Valuing Difference	4.UNIT: Rights and Respect	6.UNIT: Growing and Changing (RSE)
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will describe ways of making a friendship last but also explain why friendships sometimes end. They will demonstrate respectfulness in responding to others which will include rehearsing active listening skills. Pupils will practise responding appropriately to others in a variety of situations; including wanting to talk to an adult who is busy. Pupils will understand the importance of respecting others, even when they are different from themselves. Pupils will move on to understanding that the information we see online, either in text or images, is not always true or accurate and recognise that sometimes, people who do post things online about themselves that aren't true, may do this so that people will like them.	In this unit, pupils will understand what biased reporting is and the need to think critically about things we read. They will identify the impact on individuals and the wider community if duties are not carried out. Pupils will investigate the costs involved in producing and selling an item and will define the terms loan, credit, debt and interest. Finally, pupils will suggest questions a consumer should ask themselves before buying a product.	In this unit, pupils will explain strategies they can use to build resilience. They will then know how to use these strategies in order to find someone who will listen to them when needed. Pupils will learn the PANTS acronym and know they must talk about secrets that upset them. Pupils will discover what menstruation is, why it happens and discuss some of the myths associated with puberty. Finally, they will explore some products that they may need during puberty and why.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that to help us to deal with changes in our friendships, it's helpful to think of friendships like plants - they need careful looking after; they grow, change and develop. 	<ul style="list-style-type: none"> • Know that 'biased reporting' in news stories is unfair and is based on opinions rather than facts. • Know that a 'duty' is what we should or must do in order to look after something. 	<ul style="list-style-type: none"> • Know that 'resilience' means being able to cope when things go wrong. It shows an inner strength. • Know the PANTS acronym: what is in my pants belongs to me and is private and 'no' means

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| <ul style="list-style-type: none"> • Know that if I am 'actively listening', I might a). make eye-contact b). nod my head c). try not to be distracted d). avoid interrupting e). check I've understood by saying: 'So you're saying...' • Know that saying 'When you are less busy, please can I tell you something important?' is a useful way to get someone's attention who may not yet have the time. • Know 'discrimination' is the unfair treatment of people based on their race, gender, age or sexual orientation. • Know that people posting online choose how they want to present themselves and what they write may be exaggerated or made-up. | <ul style="list-style-type: none"> • Know that a 'profit' is the money you have left in business after paying for your expenses like materials and packaging and wages. • Know if you borrow money, sometimes you will have to pay it back and then some extra money called interest which is like a fee to the person who you borrowed off. • Know that to help us spend wisely, we could ask ourselves: a). Could we buy it cheaper somewhere else? b). Do we need to save for it? | <p>'no', talk about secrets that upset you and speak up, someone can help.</p> <ul style="list-style-type: none"> • Know that we should tell a trusted adult if we are worried about something but they may need to have to tell another adult so that that we can be kept safe. • Know the 'menstrual cycle' means a girl's monthly period. • Know that to cope with changing emotions, a person could: count to 10; talk it over with someone they trust; listen to some music or do some physical exercise. |
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Year 6

Autumn Term	Spring Term	Summer Term
1.UNIT: Me and My Relationships	3.UNIT: Keeping Safe	5.UNIT: Being My Best
KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:	KEY KNOWLEDGE & SKILLS:
In this unit, pupils will recognise some of the challenges that arise from friendships and then suggest strategies for dealing with such challenges, demonstrating the need for respect and an assertive approach. They will then progress to suggesting ways of dealing assertively with a situation where someone is under pressure to do something they feel uncomfortable about. From this practical approach, they will describe the consequences of reacting to others in a positive or negative way. Finally, pupils will recognise that some types of physical contact can produce strong negative feelings and that some inappropriate touch is also illegal.	In this unit, pupils will understand and describe the ease with which something posted online can spread and the potential consequences. They will describe safe and respectful behaviours when using communication technology and explore the risks of sharing photos and films of themselves with other people directly or online. Pupils will discover that it is illegal to create and share sexual images of children under 18 years old. Pupils will describe some of the effects and risks of drinking alcohol; with particular emphasis on how it effects a child's body. Finally, they'll learn about some of the basic laws in relation to drugs.	In this unit, pupils will identify aspirational goals and describe the actions needed to set and achieve these, such as helpful 'mindsets. They will explore how wanting to improve in something is one way of showing self-respect and that perseverance is important to keep us going. Pupils will learn that some situations can be made less risky and understand and explain the outcomes of risk-taking in a given situation, including emotional risks.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE

- Know that a 'balanced friendship' is one where both people value the other and one is not seen as more important.
- Know that in friendship groups, sometimes there is a 'reinforcer' who supports the unkind friend and may repeat what they say.
- Know that there are 2 types of bystanders – passive ones do nothing to help but active ones start to help.
- Know assertive behaviours include: standing firm, staying calm, not 'getting personal' and may even walk away (but as a friend).
- Know that some sorts of touches are illegal.

- Know that something posted online may never fully go away.
- Know that before I decide to post something online, I should consider: Will this affect my safety? Could it embarrass anyone now or in the future? Could it hurt someone now or in the future?
- Know it is illegal to take and share sexual images of someone under 18 yrs. of age.
- Know that drugs can affect a young person's body more because the drug is more concentrated their blood and organs because they are smaller and still developing.
- Know that a person must be 18 years of age to be sold alcohol and cigarettes.

- Know that a 'Growth Mindset' is a positive and powerful way of thinking as it helps us to believe that our intelligence and abilities can improve with effort and the right strategies; and mistakes are seen as opportunities to learn more.
- Know that a 'Fixed Mindset' is an unhelpful way of thinking as it makes us believe that our intelligence and abilities cannot improve and that any mistakes are seen as failures which can stop us from reaching our full potential.
- Know the word 'persevering' means keeping trying to do something even though there are difficulties and mistakes.
- Know that 'self-respect' means seeing yourself as worthy and important and this can affect the choices you might make.
- Know that it's very common for people to feel safer if others are doing the same e.g. playing near a railway line might feel safer in a group, but the risk is just as high, if not higher because people in groups tend to be less aware of risk around them.

UNIT:

2.UNIT: Valuing Difference

In this unit, pupils will recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. They will suggest strategies of how a bystander can respond to someone being rude, offensive or bullying someone else and think of ways they can offer support to someone who has been bullied. Pupils will explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. They will recognise that people fall into a wide range of what is seen as normal and challenge stereotypical gender portrayals of people; including those in the media.

UNIT:

4.UNIT: Rights and Respect

In this unit, pupils will define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them. They will know the legal age (and reason behind these) for having a social media account. Pupils will explore what is meant by living in an environmentally sustainable way and suggest actions that could be taken to live in a more environmentally sustainable way. Finally, pupils will learn about democracy and how UK laws are created.

UNIT:

6.UNIT: Growing and Changing (RSE)

In this unit, pupils will recognise that photos can be changed to match society's view of perfection. They will identify qualities that people have, as well as their looks and challenge stereotypes. Pupils will examine how people can feel pressured to behave in a certain way because of the influence of their peer group. Pupils will define the word 'puberty' by giving examples of some of the physical and emotional changes associated with it; including some of the changes they might have experienced and their emotional responses to those changes. Finally, pupils will identify the changes that happen

		through puberty to allow sexual reproduction to occur.
KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE	KEY STICKY KNOWLEDGE
<ul style="list-style-type: none"> • Know that bullying is the repetitive and intentional hurting of someone where their relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through the internet and social media. • Know that an active bystander could encourage peers (friends or other children who are nearby) to stand up for the person being bullied, too. • Know a person's 'biological sex': a). is their status as male or female given at birth b). it is based upon their reproductive body parts as well as their hormones and chromosomes (tiny cells which carry all our information). • Know that a person's 'gender identity' is how a person sees themselves based on how they feel inside. They might see themselves as female/male/ gender fluid (somewhere between the two)/ having no gender. • Know that a person's 'sexual orientation' describes who they are physically and emotionally attracted to. 	<ul style="list-style-type: none"> • Know that an 'unbiased report' is fair and gives opposing (different) points of view equal 'weight' and is not just based on one opinion. • Know that to have a social media account, a person should be 13 years of age. • Know that living in an 'environmentally sustainable' way means living a life that doesn't destroy the environment or use up the earth's resources • Know that 'democracy' literally means 'rule by the people' e.g. adults in the UK can vote for their favourite leaders. • Know that UK laws have to be voted on agreed by the House of Commons, the House of Lords and then the King has the final say. 	<ul style="list-style-type: none"> • Know that photos can be changed to match society's view of perfect but they are a). exaggerated or mad up and b). there is no 'perfect'. Everyone has value. • Know that 'peer pressure' is feeling like that you must do the same things as other people of the same age or social group, in order to be liked, accepted or respected by them. • Know that 'puberty' describes a time in a person's life when their body starts to change from a child to an adult as it prepares for reproduction. • Know that during puberty, some physical changes in girls can be: breasts develop, menstruation begins, hips broaden and pubic, leg and under arm hair may grow. • Know that during puberty some physical changes in boys can be: voice deepens, muscles and bones develop, production of sperm; and hair may grow on the face, chest, back, legs, arms, in the armpits and in the pubic area.