

Scheme of work for RSHE at St Nicholas Priory CE VA Primary School

Year R

| FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS. | PRIVACY AND BEING SAFE | MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION. |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority</p> | <p>I can talk 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.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> | <p>I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> |

Year 1

| FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS. | PRIVACY AND BEING SAFE | MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION. |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I understand the conventions of courtesy and manners.</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.</p> | <p>I can talk 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.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> | <p>I know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> |

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| | | <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> |
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Year 2

| FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS. | ONLINE RELATIONSHIPS, PRIVACY AND BEING SAFE, INTERNET SAFETY AND HARMS. | MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION. |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I can talk about practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p>I understand the conventions of courtesy and manners.</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.</p> | <p>I can talk 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.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>I know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (Stranger Danger Lesson - see resources on shared Google Drive)</p> <p>I understand how information and data is shared and used online.</p> | <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> <p>I understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> |

Year 3

| FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS. | ONLINE RELATIONSHIPS, BEING SAFE, INTERNET SAFETY AND HARMS. | MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION. |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I can talk about the characteristics of friendships, and I understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know the practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p>I understand the conventions of courtesy and manners.</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority. Yr3 Units 3&5</p> | <p>I can talk 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.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> <p>I know the vocabulary and confidence needed to report my concerns.</p> <p>I realise 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.</p> <p>I understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>I understand why social media, some computer games and online gaming, for example, are age restricted.</p> <p>I know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>I know how to be a discerning consumer of information online including understanding that information,</p> | <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> |

including that from search engines, is ranked, selected and targeted.

Year 4

| <p>FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS.</p> | <p>ONLINE RELATIONSHIPS, BEING SAFE, INTERNET SAFETY AND HARMS.</p> | <p>MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION.</p> |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I can talk about the characteristics of friendships, and I understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know the practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p>I realise the importance of self-respect and how this links to my own happiness.</p> <p>I understand that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.</p> | <p>I can talk 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.</p> <p>I realise that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I’m heard.</p> <p>I know the vocabulary and confidence needed to report my concerns.</p> <p>I realise about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.</p> | <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others’ feelings.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>I understand about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> |

Year 5

| FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS. | ONLINE RELATIONSHIPS, BEING SAFE, INTERNET SAFETY AND HARMS. | MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, HEALTH AND PREVENTION, CHANGING ADOLESCENT BODY. |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I can talk about the characteristics of friendships, and I understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know the practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p>I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members and the importance of spending time together and sharing each other's lives.</p> <p>I know 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.</p> <p>I know 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> <p>I can explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> | <p>I can talk 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.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> <p>I know the vocabulary and confidence needed to report my concerns.</p> <p>I understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>I understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>I know how to critically consider my online friendships and sources of information including awareness of the risks associated with people I have never met.</p> <p>I understand how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> | <p>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>I know the facts and science relating to allergies, immunisation and vaccination.</p> <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I realise the importance of self-respect and how this links to my own happiness.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> <p>I understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>I understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>I understand about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> |

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| <p>I realise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>I know 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.</p> <p>I realise that families are important for children growing up because they can give love, security and stability.</p> | <p>I know where and how to report concerns and get support with issues online.</p> <p>I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> | <p>I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>I know about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> |
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Year 6

| <p>FAMILIES AND PEOPLE WHO CARE FOR ME, CARING FRIENDSHIPS AND RESPECTFUL RELATIONSHIPS.</p> | <p>ONLINE RELATIONSHIPS, BEING SAFE, INTERNET SAFETY AND HARMS.</p> | <p>MENTAL WELLBEING, PHYSICAL HEALTH AND FITNESS, HEALTHY EATING, DRUGS, ALCOHOL AND TOBACCO, HEALTH AND PREVENTION, BASIC FIRST AID, CHANGING ADOLESCENT BODY.</p> |
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| <p>I can talk about how important friendships are in making us feel happy and secure, and how people choose and make friends and that most friendships have ups and downs, and that these can often be worked through in a non-confrontational way.</p> <p>I can talk about the characteristics of friendships, and I understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know 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</p> | <p>I can talk 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.</p> <p>I realise that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>I know about how and where to ask for help and report feelings of being unsafe or feeling bad about any adult for myself or others, and to keep trying until I'm heard.</p> | <p>I understand what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>I know the principles of planning and preparing a range of healthy meals.</p> <p>I can talk about the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> |

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| <p>know that other children's families are also characterised by love and care.</p> <p>I know the practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p>I know 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> <p>I understand 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.</p> <p>I realise the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>I understand 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.</p> <p>I realise that families are important for children growing up because they can give love, security and stability.</p> <p>I know 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.</p> <p>I understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> | <p>I know the vocabulary and confidence needed to report my concerns.</p> <p>I understand how information and data is shared and used online.</p> <p>I understand that for most people the internet is an integral part of life and has many benefits.</p> <p>I realise about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>I understand the dangers of carrying knives and being part of a gang.</p> | <p>I understand how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p>I understand how to judge whether what I am feeling and if how I am behaving is appropriate and proportionate.</p> <p>I realise the importance of self-respect and how this links to my own happiness.</p> <p>I understand that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>I understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>I know about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>I know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>I know how to make a clear and efficient call to emergency services if necessary.</p> <p>I know concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>I know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> |
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| | | <p>I understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>I understand the characteristics and mental and physical benefits and importance of building regular exercise into daily and weekly routines and how to achieve this.</p> <p>I understand the risks associated with an inactive lifestyle (including obesity).</p> <p>I know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I know the dangers of County Lines and peer pressure and how I can get support with this.</p> |
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