



## Curriculum and Progression in RHE

### Intent:

The identified knowledge of the RHE curriculum at Rothbury First School follows the progression outlined in Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance. The skills that children will develop throughout the programme of study are also progressive and are informed by that document. The curriculum at Rothbury First School aims to develop a curiosity and enquiry-led approach in pupils who will develop their learning in more focussed subject areas including the sex education elements in Upper Key Stage 2 and beyond. Where possible RHE is taught in a practical and group or partner work lesson with a strong focus on working together and listening to appropriate stories and then talking about ideas with support.

Linked “I can” Statements allow children to build on vocabulary, skills and knowledge in each unit as they move through school. The curriculum is designed to increase depth of knowledge and challenge at each stage and learning is differentiated where necessary to support or challenge. The sequence of learning helps to build in assessment and embed learning with misconceptions addressed at each stage.

Where there is a natural fit some topics are linked to other parts of the curriculum and some topics are taught for seasonal reasons at certain points of the year, in particular the themes of family and home come at the start of the year as children make transitions to new school phases or perhaps move address and health is concentrated in the Summer when it is easier to explore exercise and growing food. Links to other curriculum areas are shown on this Plan and include school-wide annual initiatives listed in the annual table below.

Early Years Unit will record much of their learning by natural enquiry opportunities and subject area enquiry may be moved during the year to address particular needs in a cohort, for example bullying. They will also participate in school-wide RHE planning such as safety in the sun or near water and healthy eating and exercise some of which link to the Science curriculum strands.

Year A/B	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Early years	Self-regulation My Feelings	Building relationships My family and friends	Self regulation Listening and following instructions	Managing myself: my wellbeing	Building relationships Special relationships	Managing self Taking on challenges
Year 1 and 2 Year A	Families Setting rules. Mental Health	Friendships Online Safety	Road Safety Bullying Routines	Managing feelings Stay safe in the sun Taking turns and teamwork	First Aid first steps Stay safe in the sun Taking turns and teamwork	First air more steps Stay safe in the water Exercise keeps us well
Year B	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic
Year 3 and 4 Year A	Families Setting rules Positive steps to mental wellbeing- what can we do	Healthy relationship Staying safe online Recognising harmful online behaviour and content How do we solve problems? Who can help? PANTS	How to spot a bully and not become one Sleep- why do we need it? Road safety	Healthy meal Healthy diet Hygiene routines take care of our teeth Recognising and managing your emotions	First aid and emergency services Hazards in the home Setting boundaries	Setting active routing and learning new activities to stay fit Road and water safety Year 4: growing up and moving on

Year B	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic	Repeated as above with varied focus points within each topic
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	What will a Rothbury First School RHE look like?		
	At the end of Reception they will have the following knowledge:	At the end of Year 2 they will have the following knowledge:	At the end of Year 4 they will have the following knowledge:
	<p>Children will be able to link RHE to personal, social and emotional development skills.</p> <p>Children will learn to form positive relationships in a setting that supports mutual respect and understanding and that celebrates and acknowledges differences.</p> <p>Play will be used to help children explore their own culture and appreciate similarities and differences of others.</p> <p>A positive self-image and high self-esteem will be encouraged to give children the confidence to make the most of opportunities and explore the world around them.</p> <p>Children learn about different kinds of relationships.</p>	<p>Children will be given opportunities to show they can take some responsibility for themselves and their environment.</p> <p>children will begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others.</p> <p>Children will learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.</p>	<p>Children will learn about the world and the communities within it.</p> <p>Children will develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions.</p> <p>As children face the changes of puberty and they learn how to make more confident and informed choices about their health and environment, to take more responsibility for their own learning, and to resist bullying.</p>

	Your child will be encouraged to think about and practise ways of solving problems to help them to feel capable of responding to challenges.		
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### Progression of Skills

	EYFS	KS1	KS2
Families and people who care for me	<p>I can say who my family are.</p> <p>I can say what they do to care for me and how I care for them.</p> <p>I can say that not all families look the same but that they are all caring.</p> <p>I can think who to tell if there is a problem in my family.</p>	<p>I can say what makes my family special and how I care for those in my family.</p> <p>I can notice that all families are different but that they are all based on love and caring.</p> <p>I can listen to stories about different families and find common themes.</p> <p>I can think and say who I would speak to if there was a problem in my family.</p>	<p>I can write about what makes my family special and how I can play my part in caring for others in my family.</p> <p>I can give some examples of things family members to in caring for each other.</p> <p>I can listen to a variety of stories about different families including LGBT families and adopted or looked after families and single parents and find common themes.</p> <p>I can identify people to talk to if I think there is a problem in my family.</p>
Caring Friendships	<p>I can say who my friends are.</p> <p>I can say what kind friends do and don't do.</p> <p>I know how to make friends with someone</p>	<p>I can say what makes a good friend and how I can be a good friend.</p> <p>I can make friends with someone new by finding out about what they like.</p> <p>I can identify things that make friends fall out and give examples.</p> <p>I can write a recipe for a good friend.</p>	<p>I can write what makes friendships work and what can be a problem.</p> <p>I can identify things I do to be a good friend and things others do for me.</p> <p>I can identify problem areas such as controlling others, isolating others and taking advantage of others and give examples.</p>

	<p>new.</p> <p>I can listen to stories about good friends and problems with friends and talk about them.</p>	<p>I can say who to tell when I have a problem with friendships.</p> <p>I can think of examples of bullying including leaving others out and know who to tell if I see anyone doing this.</p>	<p>I can say who I would tell if there was a friendship problem.</p> <p>I can work out a compromise in a friendship scenario.</p>
Respectful Relationships	<p>I can say what makes me special.</p> <p>I can follow the Bee Rules and respect my teachers and classmates.</p> <p>I can use my manners to be respectful to everyone around me.</p>	<p>I can say how the Bee Rules work to keep our school happy.</p> <p>I can follow the Bee Rules and respect my teachers and classmates.</p> <p>I can say what makes me special and notice what makes someone else in my class special but different from me.</p> <p>I can say what I do that I am proud of.</p>	<p>I can give examples of how to follow each Bee Rule and why this might be important when creating a respectful atmosphere.</p> <p>I can listen to a variety of stories about characters overcoming a difficulty and discuss their challenges.</p> <p>I can explain why manners and courtesy are important.</p> <p>I can talk about my aims and ambitions and achievements recognising that we all have different abilities.</p>

<p>Being safe including online</p>	<p>I can say what I do on-line.  I can understand that some things on-line are not ok for me to do until I am older.  I can say that I should not keep secrets if they make me worried.  I can say who I would tell if someone touched me in a way I did not like or in my private area.  I can say who are safe adults I can tell if I am worried.</p>	<p>I can say what I do on-line and give examples of things I cannot do because of age-ratings.  I can understand that age-ratings are there to protect me.  I can keep my passwords and data safe.  I can recognise if I am feeling unsafe online and who to tell.  I can remember and explain the PANTS rules.  I can remember and explain the Clever Never Goes rules.</p>	<p>I can explain why limiting on-line time is beneficial for me.  I can give examples of how to keep my data safe online and how to change my settings to stay safe.  I can say how to stay respectful online and understand that a written message may be saved and follow me and that messages could get me into trouble if they were not respectful.  I can become an aware consumer of online content realising that not everything online is true or presented in a fair way.  I can remember the PANTS rules.  I can remember the Clever Never Goes Rules.</p>
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Mental health including wellbeing	I can use words to express my feelings. I can say some of the things that I can do to make me happy and calm. I can say who to tell if I am feeling anxious or stressed or unhappy. I can ask a friend if they are ok.	I can use names to express a range of feelings and give examples. I can say some of the things I can do to make me happy and calm. I can share ideas with others and try some out. I can say who to ask for help with my own or someone else's feelings. I can ask if someone is ok and get help if they need it.	I can identify and name a wider variety of emotions and give examples of when I might feel them. I can share ideas and try out some new ideas to help mental wellbeing. I can recognise some areas where I could change habits to help me feel better: eg sleep, online time, exercise outdoors. I can say who to go to for help with my own or someone else's well being or mental health. I can ask if someone is ok and get help if they need it. I can work as a playleader to tackle loneliness in the playground.
Physical Health including Healthy Eating and Changing Adolescent Body:	I can say what exercise I like to take part in. I know when I am out of breath and can feel my heart beating faster. I know what healthy snacks and meals are and how to make healthy choices.		I can suggest a regular exercise routine and take part in some new activities to try. I can recognise when I am out of breath and the physical signs of cardio vascular exercise. I know about healthy food choices and unhealthy choices. I can say some of the effects of an unhealthy diet. I can understand that some products both legal and illegal can affect health. I can understand an outline version of changes to the female and male body in adolescence to prepare for transition to Middle School.

Health Prevention and First Aid:	I can stay safe in the sun. I can take care of my teeth. I can wash my hands. I know what vaccines do. I know why I need to sleep. I can make an emergency call.	I can stay safe in the sun. I can take care of my teeth. I can wash my hands. I know what vaccines do. I know why I need to sleep. I can make an emergency call.
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## Vocabulary

EYFS	KS1	KS2
Family Kind Respect Link to anti bullying week Mum Dad Brother Sister Step-mum Step-dad Step - siblings Safety Single parent Different PANTS rules and songs Private parts Feelings	Trust Caring Honeest Support Respect Kind Family Argue Link to anti bullying week Gay/Lesbian Adoptive Foster Looked after Proud PANTS rules and songs Private parts Emotions Anger Wellbeing	Compromise Mediate Link to anti bullying week Marriage Gay/Lesbian LGBT Diversity Inclusion Self esteem PANTS rules and song Private parts Penis Vagina Emotions Frustration Wellbeing Cardio Carbohydrate Fibre Protein Vitamin Routine Reps



		Alcohol Tobacco Puberty Hormone Plaque Decay Cavity Fluoride Bacteria Immunity
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