

Cycle A: 2023-24, 2025-26 and then every two years after this.

# RSHE

## WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND KEY SKILLS PROGRESSION



### **Intent**

At Wreningham VC Primary School, our RSHE curriculum seeks to help prepare the children for growing up in an increasingly complex world, where they will be living their lives both on and offline, while also directly meeting their current needs. To help the children navigate the positive and exciting opportunities presented by this, as well as any challenges and risks, we need them to understand and know how to be safe and healthy, and how to confidently manage their personal, social and academic lives in a positive and proactive way. We wish for our children to develop a profound sense of self-esteem and self-worth, while also showing respect and being accepting of all the members of their wider and diverse communities. RSHE at Wreningham will equip children with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future.

### **Implementation**

RSHE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues. The curriculum has been mapped out clearly to ensure coverage of the statutory elements by the end of primary school. RSHE lessons are taught by skilled staff and are timetabled weekly for each class. Our staff are given the autonomy to address the needs of the children as and when necessary, outside of these discreet lessons, to ensure the children know they are valued, and that their voice will be heard by trusted adults in school.

RSHE themed whole school collective worships (e.g. Children's Mental Health Week) and visitors (e.g. County Council Road Safety session, Norfolk Accident and Rescue Service, Fire Service, Wreningham's church vicar) are used to support the teaching of our RSHE curriculum.

RSHE is linked closely with our school values and ethos. As such, RSHE is linked and embedded in other areas of the curriculum, including our daily whole school collective worship, RE, Computing, Science, PE and sporting opportunities. RSHE is also reflected in other areas of school life, such as School Council, Peer Mediators, and the positive relationships school staff have with the children's parents and carers. We believe our 'whole child' approach and our wish to provide each child with equal opportunities will help the children thrive and develop key skills which prepare them for the wider world beyond primary school.

### **Impact**

By the time our children leave primary school they will,

- Appreciate and celebrate difference and diversity.
- Be well-rounded, confident, tolerant and independent children.
- Be able to understand and manage their emotions.
- Be able to look after their physical and mental health and well-being.
- Be able to develop positive, healthy relationships with their peers both now and in the future.
- Have respect for themselves and others.
- Have positive self-esteem.
- Demonstrate the respect, tolerance and high aspirations the children have of themselves and each other through their attitude, behaviour and demeanour around school.
- Be ready for their next step into Secondary school, armed with knowledge, skills and understanding they can take forward into adolescence and adulthood in order to keep themselves happy, healthy and safe.
- Be able to approach a range of real-life situations and apply their skills to help navigate themselves through an ever-changing modern world.

The impact is also measured through lesson observations, pupil voice, book looks, discussions with all members of staff and parent consultations. This information is then collated and applied appropriately to our RSHE curriculum to ensure it is as relevant as possible to our school community.

**National Curriculum Purpose of Study: Relationships Education**

<b>Topics</b>		<b>By the end of primary school:</b>
	1.Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
	2.Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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.</li> </ul>
	3.Respectful relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

	4. Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
	5. Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

**National Curriculum Purpose of Study: Physical health and mental wellbeing**

<b>Topics</b>		<b>By the end of primary school:</b>
6.Mental wellbeing		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>
7.Internet safety and harms		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
8.Physical health and fitness		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>

		<ul style="list-style-type: none"> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
9. Healthy eating		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>the principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ul>
10. Drugs, alcohol and tobacco		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
11. Health and prevention		<p>Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
12. Basic first aid		<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary.</li> <li>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
13. Changing adolescent body		<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

### National Curriculum Purpose of Study: Sex Education

National Curriculum statutory requirements	Topics
	<p><b>Year 6</b>  <i>My Body (Educator Solutions)</i>            Explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female organs.</p>

**Key Knowledge and Skills- Autumn Term '1' (Cycle A)**

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – **date TBC**. (**safeguarding**)

Week	National Curriculum (NC)	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
		<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>			
1	<b>Respectful relationships (throughout the year)</b> Pupils should know <ul style="list-style-type: none"> <li>• that in school... they can expect to be treated with respect by others, and that in turn they should show due to respect to others, including those in position of authority.</li> </ul>	Settling into the new school year <ul style="list-style-type: none"> <li>• 7 Bees of Behaviour</li> <li>• Classroom routines and expectations in terms of behaviour and learning</li> <li>• School wide routines</li> <li>• Playtime and lunchtime rules and expectations</li> <li>• 'Getting to know you' games and activities</li> <li>• Etc.</li> </ul>			
2	<b>Caring friendships (throughout the year)</b> Pupils should know <ul style="list-style-type: none"> <li>• that most friendships have ups and down, 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.</li> <li>• 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.</li> </ul>	<b>My Relationships</b> Pupils understand that there are similarities and differences between everyone and can celebrate this.  <i>Resource: Educator Solutions KS1 RSE Solution book</i>  <i>Link: SharePoint &gt; Documents &gt; RSHE</i>	<b>Review 'My Relationships (Y2)'</b>  <b>My Relationships (Y1)</b> Pupils understand the importance of listening to other people, to play and work cooperatively, including strategies to resolve simple arguments through negotiation.  <i>Resource: Year 1, Educator Solutions KS1 RSE Solution book</i> <i>Link: SharePoint &gt; Documents &gt; RSHE</i>	<b>Review 'My Relationships (Y4)'</b>  <b>My Relationships (Y3)</b> Recognise a wide range of relationships including the attributes of positive healthy relationships.  (NC: Include how important friendships are in making us feel happy and secure, and how people choose to make friends.)  <i>Resource: Year 3, Educator Solutions KS2 RSE Solution book</i>	<b>Review 'My Relationships (Y6)'</b>  <b>My Relationships (Y5)</b> Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.  <i>Resource: Year 5, Educator Solutions KS2 RSE Solution book</i> <i>Link: SharePoint &gt; Documents &gt; RSHE</i>

				<i>Link: SharePoint &gt; Documents &gt; RSHE</i>	
3	<p><b>Online relationships</b> (Safeguarding) (Autumn term)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul> <p><b>Internet safety and harms</b> (Safeguarding) (Autumn term)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p>CEOP Jessie &amp; Friends: online safety -Episode 1: Watching videos</p> <p><b>Resource:</b> <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> -scroll down and click on 4-7 years old -choose 4 or 5 for age -scroll down the page for the different activities -watch the video as there is the 'TAG' song for the children to learn -print certificate and put in Class 1's RSHE book</p>	<p>CEOP Jessie &amp; Friends -review idea of 'TAG' (tell a grown-up) -can watch one of the videos to remind the children of the song</p> <p><b>Resource:</b> <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p><b>Main lesson: Project Evolve</b> I can give examples of when I should ask permission to do something online and explain why this is important.</p> <p><b>Resource: Project Evolve</b> <i>Link: SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y1 and Y2 Online Relationships &gt; I can give examples of when I should ask permission</i></p>	<p>CEOP Jessie &amp; Friends -review idea of 'TAG' (tell a grown-up) -can watch one of the videos to remind the children of the song</p> <p><b>Resource:</b> <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a></p> <p><b>Main lesson: Project Evolve</b> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p><b>Resource: Project Evolve</b> <i>Link: SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y3 and Y4 Online Relationships &gt; I can explain how someone can get help</i></p>	<p><b>Project Evolve</b> I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</p> <p><b>Resource: Project Evolve</b> <i>Link: SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y5 and Y6 Online Relationships &gt; I can explain how someone can get help</i></p>
4	<p><b>Online relationships</b> (Safeguarding) (Autumn term)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Being Safe (Safeguarding) (throughout the year)</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> </ul>	<p><b>Review</b> Remind children of 'TAG'.</p> <p><b>Project Evolve</b> I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p><b>Resource: Project Evolve</b> <i>Link: SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; EYFS Online</i></p>	<p><b>Review</b> Remind children of 'TAG'.</p> <p><b>Project Evolve</b> I can explain why it is important to be considerate and kind to people online and to respect their choices.</p> <p><b>Resource: Project Evolve</b> <i>Link: SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y1 and Y2 Online</i></p>	<p><b>Project Evolve</b> I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them of others do not.</p> <p><b>Extension: how would you respond safely and appropriately to adults you</b></p>	<p><b>Project Evolve</b> I can describe how to be kind and show respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them of others do not.</p> <p><b>Extension: how would you respond safely and appropriately to adults you</b></p>



	<ul style="list-style-type: none"> <li>how to respond safely and appropriately to adults they may encounter online whom they do not know.</li> </ul> <p><b>Internet safety and harms</b> (Safeguarding) (throughout the year)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>that for most people the internet is an integral part of life and has many benefits.</li> <li>where and how to report concerns and get support with issues online.</li> </ul>	<p><i>Relationships &gt; I can explain why it is important to be considerate and kind</i></p>	<p><i>Relationships &gt; I can explain why it is important to be considerate and kind</i></p>	<p><i>might meet online that you do not know?</i></p> <p><b>Resource:</b> Project Evolve <b>Link:</b> SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y3 and Y4 Online Relationships &gt; I can describe how to be kind and show respect for others</p>	<p><i>might meet online that you do not know?</i></p> <p><b>Resource:</b> Project Evolve <b>Link:</b> SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y5 and Y6 Online Relationships &gt; I can describe how to be kind and show respect for others</p>
5	<p><b>Respectful Relationships</b> (throughout the year)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> </ul> <p><b>Mental wellbeing</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the benefits of community participation and service based activity on mental wellbeing and happiness.</li> </ul>	<p><b>RE Week</b></p> <p>How do festivals bring people together?</p> <p>How do Christians celebrate Harvest? Why is Sukkot important to Jews? (Judaism, Christianity)</p> <p><b>Harvest Festival Celebration</b></p> <p>Whole school with family and friends; food donations to the food bank.</p>	<p><b>RE Week</b></p> <p>How do festivals bring people together?</p> <p>How does Hanukkah bring Jewish families together? How do Christians thank God for Harvest? (Judaism, Christianity)</p> <p><b>Harvest Festival Celebration</b></p> <p>Whole school with family and friends; food donations to the food bank.</p>	<p><b>RE Week</b></p> <p>How do festivals bring people together?</p> <p>How do the festivals of Harvest/Diwali bring people together? (Hinduism, Christianity)</p> <p><b>Harvest Festival Celebration</b></p> <p>Whole school with family and friends; food donations to the food bank.</p>	<p><b>RE Week</b></p> <p>How do festivals bring people together?</p> <p>How do the festivals of Rosh Hashana/Yom Kippur and Harvest bring people together? (Judaism, Christianity)</p> <p><b>Harvest Festival Celebration</b></p> <p>Whole school with family and friends; food donations to the food bank.</p>
6	<p><b>Health and Prevention</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul> <p><b>Respectful Relationships</b> (throughout the year)</p> <p>Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of permission seeking.</li> </ul> <p><b>Online relationships</b> (Autumn term)</p> <p>Pupils should know</p>	<p><b>Soaper Heroes</b></p> <p>Why Wash Hands</p> <p><b>Resource:</b> Soaper Heroes 'Why Wash Hands' <b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Washing Hands &gt; Soaper Heroes &gt; 5-8 Why Wash Hands <b>*May need to be adapted for EYFS.*</b></p>	<p><b>Soaper Heroes</b></p> <p>Why Wash Hands</p> <p><b>Resource:</b> Soaper Heroes 'Why Wash Hands' <b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Washing Hands &gt; Soaper Heroes &gt; 5-8 Why Wash Hands</p>	<p><b>Soaper Heroes</b></p> <p>Millions Microbes</p> <p><b>Resource:</b> Soaper Heroes 'Why Wash Hands' <b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Washing Hands &gt; Soaper Heroes &gt; 7-11 Millions Microbes</p>	<p><b>Project Evolve</b></p> <p>I can describe how things shared privately online can have unintended consequences for others e.g. screen-grabs.</p> <p><b>Resource:</b> Project Evolve <b>Link:</b> SharePoint &gt; Documents &gt; RSHE &gt; Project Evolve &gt; Y5 and Y6 Online Relationships &gt; I can</p>

	<ul style="list-style-type: none"><li>• that people sometimes behave differently online.</li><li>• How to critically consider their online friendships.</li></ul> <p><b>Mental wellbeing</b></p> <p>Pupils should know</p> <ul style="list-style-type: none"><li>• that cyberbullying has a negative and often lasting impact on mental wellbeing. (Safeguarding)</li></ul> <p><b>Internet Safety and Harms</b> (Safeguarding) (Autumn term)</p> <p>Pupils should know</p> <ul style="list-style-type: none"><li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the important of keeping personal information private.</li></ul>				<i>describe how things share privately online</i>
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**Key Knowledge and Skills- Autumn Term '2' (Cycle A)**

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.

<b>Week</b>	<b>National Curriculum (NC)</b>	<b>EYFS</b>	<b>Y1/Y2</b>	<b>Y3/Y4</b>	<b>Y5/Y6</b>
		<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>			
1	<p><b>Families and people who care for me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> </ul> <p><b>Being safe (throughout the year) (safeguarding)</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>Helping Hand</b> Each child to create a 'helping hand' (with support from an adult). -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried or need help -laminates; children or staff to keep in a safe place; revisit their helping hand throughout the year</p>	<p><b>Helping Hand</b> Each child to create a 'helping hand'. -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried or need help -laminates; children or staff to keep in a safe place; revisit their helping hand throughout the year</p>	<p><b>Helping Hand</b> Each child to create a 'helping hand'. -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried or need help -laminates; children or staff to keep in a safe place; revisit their helping hand throughout the year</p>	<p><b>Helping Hand</b> Each child to create a 'helping hand'. -trace around their hand -write the name of adults at home, school, and friends they trust and go to if they are worried or need help -laminates; children or staff to keep in a safe place; revisit their helping hand throughout the year</p>
2	<p><b>Mental wellbeing</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul>	<p><b>My Feelings (EYFS)</b> Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies to manage feelings.  <i>Resource: Educator Solutions KS1 RSE Solution book</i></p>	<p><b>Review 'My Feelings (Y2)'. My Feelings (Y1)</b> Recognise and celebrate their strengths and achievements, and set simple but challenging goals.  <i>Resource: Educator Solutions KS1 RSE Solution book</i></p>	<p><b>Review 'My Feelings (Y4)'. My Feelings (Y3)</b> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.  <i>Resource: Educator Solutions KS2 RSE Solution book</i></p>	<p><b>Review 'My Feelings (Y6)'. My Feelings (Y5)</b> Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.  <i>Resource: Educator Solutions KS2 RSE Solution book</i></p>

	<ul style="list-style-type: none"> <li>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (safeguarding)</li> </ul> <p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>the importance of self-respect and how this links to their own happiness.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<p><b>Link:</b> SharePoint &gt; Documents &gt; RSHE</p>	<p><b>Link:</b> SharePoint &gt; Documents &gt; RSHE</p>	<p><b>Link:</b> SharePoint &gt; Documents &gt; RSHE</p>	<p><b>Link:</b> SharePoint &gt; Documents &gt; RSHE</p> <p><b>Include:</b> Talk about stereotypes and what these are.</p>
3	<p><b>Being safe</b> (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Respectful Relationships</b> (throughout the year) Pupils should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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. (safeguarding)</li> </ul> <p><b>Caring friendships</b> (throughout the year) Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul> <p><b>Mental wellbeing</b> Pupils should know</p>	<p><b>Anti-bullying week</b> (safeguarding)</p> <ul style="list-style-type: none"> <li>-Whole school assembly</li> <li>-Odd socks day</li> <li>-Anti-Bullying Alliance website activity suggestions</li> <li>-Class chat about what is a bully, different types of bullying, etc (see NC statements)</li> <li>-See separate plan for suggestions/ideas of activities</li> </ul>			

	<ul style="list-style-type: none"> <li>that bullying has a negative and often lasting impact on mental wellbeing. (safeguarding)</li> </ul>				
4	<p><b>Basic First Aid (throughout the year)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>how to make a clear and efficient call to emergency services if necessary. (safeguarding)</li> </ul>	<p><b>Suggested plan:</b></p> <ul style="list-style-type: none"> <li>-If you get hurt at home or at school, who helps you?</li> <li>-What if someone gets hurt really badly?</li> <li>-Who are the emergency services (police, fire, ambulance, coast guard)?</li> <li>-What do they do?</li> <li>-Why might we need them?</li> <li>-What number do we call?</li> <li>-What information might we need to tell them?</li> <li>-Why is it important to only call in an emergency?</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-Twinkl People who help us call 999 poster</li> <li>-Twinkl 999 emergency song</li> </ul> <p><b>Link:</b> SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid</p>	<p><b>Suggested plan:</b></p> <p>See EYFS <i>plus</i>:</p> <ul style="list-style-type: none"> <li>-information to give the emergency services when you call 999 (reassure the children that they will probably be asked these questions anyways if they ever have to call 999, they don't need to memorise them!)</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-Twinkl 999 emergency song</li> <li>-Twinkl emergency information posters</li> <li>-Lionel the Lion poster</li> </ul> <p><b>Link:</b> SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid</p>	<p>St John Ambulance 'Emergencies and calling for help' lesson.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-KS2 Emergencies and calling for help PowerPoint</li> <li>-KS2 QUIZ Calling for help</li> </ul> <p><b>Link:</b> SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid</p>	<p>St John Ambulance 'Emergencies and calling for help' lesson.</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>-KS2 Emergencies and calling for help PowerPoint</li> <li>-KS2 QUIZ Calling for help</li> </ul> <p><b>Link:</b> SharePoint-Staff-Documents-RSHE-Emergency Service and Basic First Aid</p>
5	<p><b>Respectful Relationships (throughout the year)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others</li> </ul>	<p><b>RE Week</b></p> <p>Why does Christmas matter to Christians?</p> <p>How do Christians celebrate Christmas? (Christianity focus)</p>	<p><b>RE Week</b></p> <p>Why does Christmas matter to Christians?</p> <p>Why is Jesus's birth important to Christians? (Christianity focus)</p>	<p><b>RE Week</b></p> <p>Why does Christmas matter to Christians?</p> <p>What is the Trinity? (Christianity focus)</p>	<p><b>RE Week</b></p> <p>Why does Christmas matter to Christians?</p> <p>How do Christians put the beliefs about Jesus's incarnation into practice in celebrating Christmas? (Christianity focus)</p>
6	<p><b>Mental wellbeing</b></p> <p>Pupils should know</p>	<p><b>Christingle Service</b></p> <p>Whole school service at Wreningham Church led by Class 4. Year 6 parents and other members of our school community (e.g. Governors) are invited. There is a collection during the service for The Children's Society.</p>			

	<ul style="list-style-type: none"> <li>the benefits of community participation and service based activity on mental wellbeing and happiness.</li> </ul>	
<b>Key Knowledge and Skills- Spring Term '1' (Cycle A)</b>		
Relationships education	Physical health and mental wellbeing	Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – date TBC. (**safeguarding**)

<u>Week</u>	<u>National Curriculum (NC)</u>	<u>EYFS</u>	<u>Y1/Y2</u>	<u>Y3/Y4</u>	<u>Y5/Y6</u>
		<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>			
1	<b>Families and people who care for me</b> (Spring term)  Pupils should know: <ul style="list-style-type: none"> <li>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.</li> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> </ul>	<b>Every child and staff in the school to do the same activity.</b>  Children to create their own family tree. -write the name of someone in their family on a leaf -colour the leaf (and around the person's name) -glue their leaves onto their tree  Model/discuss how the leaves on the tree can represent lots of many different people in their family. Also chat about how some people might be considered part of our even though they're not blood relatives. Lastly, discuss how all of our families look different, are unique and this is something to be celebrated.  For those children who would like to, share their family trees.			
2	<b>Changing adolescent body</b> ( <b>safeguarding</b> ) (Spring term) Pupils should know: <ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly</li> </ul>	<b>My Body</b> Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	<b>My Body (Y1 and Y2)</b> Correctly name the main parts of the body, including external genitalia using scientific terms.	<b>My Body (Y3 and Y4)</b> <i>Teach each year group separately.</i> Y3: Pupils know how their body may change as they	<b>My Body (Y5)</b> Pupils can anticipate how their body may change as they approach and move through puberty.

	<p>from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of hand washing</li> </ul> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS1 book (on SharePoint)</p>	<p>Pupil recognise how they grow and will change as they become older.</p> <p><b>Resource:</b> Y1 and Y2, Educator Solutions 'RSE Solution KS1 book (on SharePoint).</p>	<p>grow and develop, how to care for their body and celebrate their uniqueness.</p> <p>Y4: Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.</p> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS2 book (on SharePoint).</p>	<p><b>Resource:</b> Educator Solutions 'RSE Solution' KS2 book (on SharePoint).</p>
3	<p><b>Respectful Relationships (throughout the year)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul> <p><b>Being safe (throughout the year) (safeguarding)</b></p> <ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<p><b>My Relationships</b></p> <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS1 book.</p>	<p><b>Review 'My Relationships (Y1).</b></p> <p><b>My Relationships (Y2)</b></p> <p>Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.</p> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS1 book.</p>	<p><b>Review My Relationships (Y3)</b></p> <p><b>My Relationships (Y4)</b></p> <p>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.</p> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS2 book.</p>	<p><b>Review My Relationships (Y5)</b></p> <p><b>My Relationships (Y6)</b></p> <p>Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.</p> <p><b>Resource:</b> Educator Solutions 'RSE Solution' KS2 book.</p>

	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>				
4	<p><b>Respectful Relationships (throughout the year)</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<p><b>My Beliefs</b> Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.</p> <p><i>Resource: Educator Solutions 'RSE Solution' KS1 book.</i></p>	<p><b>Review 'My Beliefs (Y2)'. <u>My Beliefs (Y1)</u></b> Pupils can identify and respect differences and similarities between people, and can celebrate this.</p> <p><i>Resource: Educator Solutions 'RSE Solution' KS1 book.</i></p>	<p><b>Review 'My Beliefs (Y4)'. <u>My Beliefs (Y3)</u></b> Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.</p> <p><i>Resource: Educator Solutions 'RSE Solution' KS2 book.</i></p>	<p><b>Review 'My Beliefs (Y5)'. <u>My Beliefs (Y6)</u></b> <b><i>Adapted from the Educator Solution resources to better suit our school community.</i></b></p> <p>Lesson around universal human rights. -two Twinkl PowerPoints to choose from -Diamond Nine Ranking activities (Human Rights and Children's rights) -UNCRC Rights of the Child PowerPoint also available</p> <p><i>Resource: SharePoint &gt; Staff &gt; Documents &gt; Human Rights Folder</i></p>
5	<p><b>Respectful Relationships (throughout the year)</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>That in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> </ul>	<p><b>RE Week</b> Big Question: Who is God?  <i>What do Christians believe God is like?</i>  <i>(Christianity focus)</i></p>	<p><b>RE Week</b> Big Question: Who is God?  <i>How do religious believers in Christianity and Judaism express ideas about God?</i>  <i>(Judaism and Christianity)</i></p>	<p><b>RE Week</b> Big Question: Who is God?  <i>Do all religions and beliefs view God in the same way?</i>  <i>(Hinduism and Christianity)</i></p>	<p><b>RE Week</b> Big Question: Who is God?  <i>Do the arguments that people use to say God exists make sense?</i>  <i>(Islam, Hinduism, Christianity)</i></p>
6	<p><b>Mental well-being</b> Pupils should know:</p>	<p><b>Children's Mental Health Week</b></p>	<p><b>Children's Mental Health Week</b></p>	<p><b>Children's Mental Health Week</b></p>	<p><b>Children's Mental Health Week</b></p>



	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> </ul>	<p>Activities for the week to be based on suggestions from the Place2Be's Children's Mental Health Week website.</p>	<p>Activities for the week to be based on suggestions from the Place2Be's Children's Mental Health Week website.</p>	<p>Activities for the week to be based on suggestions from the Place2Be's Children's Mental Health Week website.</p>	<p>Activities for the week to be based on suggestions from the Place2Be's Children's Mental Health Week website.</p>
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**Key Knowledge and Skills- Spring Term '2' (Cycle A)**

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – date TBC. (**safeguarding**)

<u>Week</u>	<u>National Curriculum (NC)</u>	<u>EYFS</u>	<u>Y1/Y2</u>	<u>Y3/Y4</u>	<u>Y5/Y6</u>
		<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>			
1	<p><b>Mental wellbeing</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b><u>What is wellbeing?</u></b> Twinkl's 'Wellbeing Warriors' lesson.</p> <p><b>Resource:</b> <i>Twinkl's 'Wellbeing Warriors' pack</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Wellbeing EYFS &gt; Twinkl Wellbeing Warriors</i></p>	<p><b><u>What is wellbeing?</u></b> NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2 -following the PowerPoint -adapt as you see fit for your class</p> <p><b>Resource:</b> <i>NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; NHS Every Mind Matters &gt; 01 What is Wellbeing folder</i></p>	<p><b><u>What is wellbeing?</u></b> NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2 -following the PowerPoint -adapt as you see fit for your class</p> <p><b>Resource:</b> <i>NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; NHS Every Mind Matters &gt; 01 What is Wellbeing folder</i></p>	<p><b><u>What is wellbeing?</u></b> NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2 -following the PowerPoint -adapt as you see fit for your class</p> <p><b>Resource:</b> <i>NHS Every Mind Matters 'What is Wellbeing' assembly for KS1 and KS2</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; NHS Every Mind Matters &gt; 01 What is Wellbeing folder</i></p>
2	<p><b>Being Safe (throughout the year)</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adult they may encounter (in all contexts) whom they do not know. (<b>safeguarding</b>)</li> </ul> <p><b>Mental wellbeing</b> Pupils should know</p>	<p><b><u>Mindfulness Outdoors</u></b> Get outside as much as possible this week! -What have the children done outside that have made them feel happy, good about themselves, etc.?</p>	<p><b><u>Mindfulness Outdoors</u></b> Get outside as much as possible this week! -What have the children done outside that have made them feel happy, good about themselves, etc.?</p>	<p><b><u>Mindfulness Outdoors</u></b> Class 3 residential trip to <b>Aylmerton Field Study Centre</b> in North Norfolk. -woodland fun, including den building -night walk around the Felbrigg Estate</p>	<p><b><u>Mindfulness Outdoors</u></b> Get outside as much as possible this week!  What have the children done outside that made them feel happy, good about themselves, etc.?</p>

	<ul style="list-style-type: none"> <li>the benefits of physical exercise and time outdoors on mental wellbeing and happiness.</li> <li>Simple care techniques, including the importance of time spent with friends.</li> </ul>	<p>-Create a class mind map (or record in a different way) -Possible activities: mindfulness outdoor scavenger hunt, mindfulness lanyard sized talk cards</p> <p><b>Resource:</b> <i>mindfulness outdoor scavenger hunt and/or lanyard sized talk cards</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Wellbeing EYFS &gt; Twinkl Natural Mindfulness &gt; Main Activity Resources folder</i></p>	<p>-Create a class mind map (or record in a different way) -Possible activities: mindfulness outdoor scavenger hunt, mindfulness lanyard sized talk cards</p> <p><b>Resource:</b> <i>mindfulness outdoor scavenger hunt and/or lanyard sized talk cards</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Wellbeing EYFS &gt; Twinkl Natural Mindfulness &gt; Main Activity Resources folder</i></p>	<p>-beach walk from Cromer to West Runton -team building games and activities -bowling at a local bowling alley -team orienteering around the Felbrigg Estate</p>	<p>What could the children do outside to help them take care of their wellbeing? Create a poster about the benefits of being outside and what it can do for our wellbeing and mental health.</p> <p>Audience: the children in school and their families</p> <p><b>Resource:</b> <i>Poster template. The children and their ideas. Could look at the EYFS link for ideas of things to do outside.</i></p> <p><b>Link:</b> <i>: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; POSTER TEMPLATE document</i></p>
3	<p><b>Mental wellbeing</b> Pupils should know</p> <ul style="list-style-type: none"> <li>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p><b>Loneliness</b> -what loneliness? -what can I do if I feel lonely? -feel free to adapt the questions to suit EYFS (eg. I have no one to play with, what could I do?)</p> <p>*Adapt KS1 resource for EYFS.</p> <p><b>Resource:</b> <i>Feeling Lonely Resources (Twinkl)</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Feeling</i></p>	<p><b>Loneliness</b> -what loneliness? -what can I do if I feel lonely?</p> <p><b>Resource:</b> <i>Feeling Lonely Resources (Twinkl)</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Feeling Lonely Resources (Twinkl) &gt; KS1 folder</i></p>	<p><b>Loneliness</b> -what loneliness? -what can I do if I feel lonely?</p> <p><b>Resource:</b> <i>Feeling Lonely Resources (Twinkl)</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Feeling Lonely Resources (Twinkl) &gt; KS2 folder</i></p>	<p><b>Building Connections</b> Help students to understand that everybody feels lonely at times, but there are actions they can take to help build connections.</p> <p><b>Resource:</b> <i>NHS Every Mind Matters</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; NHS Every Mind Matters &gt; Building Connections YEAR 6</i></p>

		<i>Lonely Resources (Twinkl) &gt; KS1 folder</i>			
4	<p><b>Basic First Aid (throughout the year)</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>concepts of basic first-aid. (safeguarding)</li> </ul>	<p><b>Allergies</b> Suggested plan, adapted from St John Ambulance resource: -what is an allergy? (slide 5) -what people with allergies might have/carry with them (slide 6) -what could someone be allergic to (slide 7) -how someone could have an allergic reaction (slide 8 and 9) -choose a social scenario PowerPoint to explore further</p> <p><b>Resources:</b> <i>St John Ambulance 'Allergies' PowerPoint, Twinkl Social Scenario PowerPoint</i></p> <p><b>Links:</b> <i>Link: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Allergies</i></p> <p><i>and Emergency Services and First Aid &gt; Allergy Awareness Pack</i></p>	<p><b>Allergies</b> Suggested plan, adapted from St John Ambulance resource: -what is an allergy? (slide 5) -what people with allergies might have/carry with them (slide 6) -what could someone be allergic to (slide 7) -how someone could have an allergic reaction (slide 8 and 9) -choose a social scenario PowerPoint to explore further</p> <p><b>Resources:</b> <i>St John Ambulance 'Allergies' PowerPoint, Twinkl Social Scenario PowerPoint</i></p> <p><b>Links:</b> <i>Link: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Allergies</i></p> <p><i>and Emergency Services and First Aid &gt; Allergy Awareness Pack</i></p>	<p>St John Ambulance 'Allergies' lesson.</p> <p><b>Resources:</b> <i>St John Ambulance 'Allergies' PowerPoint and worksheets</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Allergies</i></p>	<p>St John Ambulance 'Allergies' lesson.</p> <p><b>Resources:</b> <i>St John Ambulance 'Allergies' PowerPoint and worksheets</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Allergies</i></p>
5	<p><b>Respectful Relationships (throughout the year)</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> </ul>	<p><b>RE Week</b> Big Question: What does the cross mean to Christians?</p> <p><i>Why do Christians put a cross in an Easter garden?</i></p>	<p><b>RE Week</b> Big Question: What does the cross mean to Christians?</p> <p><i>Why does Easter matter to Christians?</i></p>	<p><b>RE Week</b> Big Question: What does the cross mean to Christians?</p> <p><i>Why do Christians call the day Jesus died Good Friday?</i></p>	<p><b>RE Week</b> Big Question: What does the cross mean to Christians?</p>

	<ul style="list-style-type: none"> <li>that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> </ul>	<i>(Christianity focus)</i>	<i>(Christianity focus)</i>	<i>(Christianity focus)</i>	<i>What difference does the resurrection make to Christians?</i>  <i>(Christianity focus)</i>
6	<b>Mental wellbeing</b> Pupils should know <ul style="list-style-type: none"> <li>the benefits of community participation and voluntary based activity on mental well-being and happiness.</li> </ul>	Whole school Easter service at Wreningham Church. Year 6 children lead the service and their parents are invited to attend.			

## Key Knowledge and Skills- Summer Term '1' (Cycle A)

Relationships education

Physical health and mental wellbeing

Sex education

Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – date TBC. (**safeguarding**)

Week	National Curriculum (NC)	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>					
1	<b>Basic First Aid (throughout the year)</b> Pupils should know: <ul style="list-style-type: none"> <li>• concepts of basic first-aid. (<b>safeguarding</b>)</li> </ul>	<b>What is first aid?</b>  Watch Twinkl's KS1 (Ages 5-7) PSHE: First Aid Video.  You will need: -plasters (x1 child) -tissues -teddies or dolls for the children to put plasters on  <b>Resources:</b> Twinkl's KS1 (Ages 5-7) PSHE: First Aid Video  <b>Link:</b> SharePoint > Staff > Documents > RSHE > Emergency Services and Basic First Aid > What is First Aid (EYFS and KS1)	<b>What is in a first aid kit?</b> <u>Part 1</u> What is first aid? -could watch the first part of the video for EYFS  What is a first aid kit? Why do we need one? What do you think might be in a first aid kit?  <u>Part 2</u> Look at the school's first aid kit and its contents. -go through what each item is for  <u>Part 3</u> Choose some of the 'Twinkl first aid role play patient cards' -what items from the first aid kit would we use in each scenario?	St John Ambulance 'Bites and Stings' lesson.  <b>Resources:</b> St John Ambulance 'Bites and Stings' PowerPoint and worksheets  <b>Link:</b> SharePoint > Staff > Documents > RSHE > Emergency Services and Basic First Aid > KS2 Bites and Stings	St John Ambulance 'Bleeding' lesson.  <b>Resources:</b> St John Ambulance 'Bleeding' PowerPoint and worksheets  <b>Link:</b> SharePoint > Staff > Documents > RSHE > Emergency Services and Basic First Aid > KS2 Bleeding

			<p><u>Extra</u> Twinkl's 'Making a First Aid Kit' activity -is there anything in the school's first aid kit that is not in the pictures the children would like to add?</p> <p><b>Resources:</b> Twinkl's First Aid Role Play Patient card; school's first aid kit; Twinkl's 'Making a First Aid Kit' activity</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; What is First Aid (EYFS and KS1)</p>		
2	<p><b>Families and people who care for me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children other family members, the importance of spending time together and sharing each other's lives</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (<b>safeguarding</b>)</li> </ul>	<p><b>Belonging in My Family</b> Follow the Twinkl PowerPoint and use/adapt as you see fit for EYFS.</p> <p><b>Resources:</b> Twinkl's <i>Belonging in My Family EYFS PowerPoint</i></p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; <i>Families and people who care for me</i></p>	<p><b>What does it mean to belong to a family?</b> Follow the Twinkl PowerPoint and use/adapt as you see fit for Y1 and Y2.</p> <p><b>Resources:</b> Twinkl's <i>What Does It Mean to Belong to a Family YEAR 1 folder</i></p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; <i>Families and people who care for me</i></p>	<p><b>Families – Caring relationships and qualities</b> Follow the Twinkl PowerPoint and use/adapt as you see fit for Y3 and Y4.</p> <p><b>Resources:</b> Twinkl's <i>Families Caring Relationships and Qualities KS2 PowerPoint</i></p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; <i>Families and people who care for me</i></p>	<p><b>Families – Caring relationships and qualities</b> Follow the Twinkl PowerPoint and use/adapt as you see fit for Y5 and Y6.</p> <p><b>Extension</b> - 'Twinkl Family Relationships Discussion Cards'</p> <p><b>Resources:</b> Twinkl's <i>Families Caring Relationships and Qualities KS2 PowerPoint; Twinkl's Family Relationships Discussion Cards</i></p>

					<i>Link: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Families and people who care for me</i>
3	<p><b>Families and people who care for me</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which intended to be lifelong.</li> </ul>	<p><b>What is marriage? Weddings from around the world</b></p> <p>Follow the modified Twinkl PowerPoint and adapt as you see fit for EYFS.</p> <p><b>Resources:</b> Twinkl's EYFS Weddings Different Cultures MODIFIED PowerPoint</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Families and people who care for me &gt; Twinkl Marriage</p>	<p><b>What is marriage? Weddings from around the world</b></p> <p>Follow the modified Twinkl PowerPoint and adapt as you see fit for Y1 and Y2.</p> <p><b>Resources:</b> Twinkl's KS1 Weddings Different Cultures MODIFIED PowerPoint</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Families and people who care for me &gt; Twinkl Marriage</p>	<p><b>What is marriage? Weddings from around the world</b></p> <p>Follow the modified Twinkl PowerPoint and adapt as you see fit for Y3 and Y4</p> <p><b>Resources:</b> Twinkl's KS2 Weddings Different Cultures MODIFIED PowerPoint</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Families and people who care for me &gt; Twinkl Marriage</p>	<p><b>Relationships, Marriage and Civil Partnerships</b></p> <p>Have a look at this PowerPoint before the lesson. Adapt it as you see fit for your class and their family arrangements.</p> <p><b>Resources:</b> Y5 Y6 Relationships, Marriage and Civil Partnerships folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Families and people who care for me &gt; Twinkl Marriage</p>
4	<p><b>Physical health and fitness (throughout the year)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the characteristics and mental and physical benefits of an active lifestyle.</li> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this.</li> <li>the risks associated with an inactive lifestyle (including obesity).</li> <li>how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul> <p><b>Healthy Eating (throughout the year)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>what constitutes a healthy diet.</li> <li>the principles of planning and preparing a range of healthy meals.</li> </ul>	<p><b>To learn about food and drinks that keep people healthy</b></p> <p>Twinkl PowerPoint presentation</p> <p><b>Resources:</b> Healthy Eating Activity Pack; Sorting activity – healthy and unhealthy</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating &gt; PSHE Association Resources &gt; Twinkl Resources EYFS</p>	<p><b>To learn about food and drinks that keep people healthy</b></p> <p>PSHE Association Lesson plan</p> <p>-Key Stage 1, Lesson 1: Keeping Healthy with Food and Drink</p> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating &gt; PSHE Association Resources</p>	<p><b>To learn about what makes a healthy diet and why this is important</b></p> <p>PSHE Association Lesson plan</p> <p>-Key Stage 2, Lesson 1: Healthy eating habits</p> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating</p>	<p><b>To learn how to plan and prepare a healthy meal</b></p> <p>PSHE Association Lesson plan</p> <p>-Key Stage 2, Lesson 3: Ready, set, cook!</p> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating</p>



	<ul style="list-style-type: none"> <li>the characteristics of a poor diet and the risks associated with unhealthy eating and other behaviours.</li> </ul> <p><b>Mental wellbeing (Summer term)</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul> <p><b>Internet safety and harms</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>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 other's mental and physical wellbeing.</li> </ul>				
5	<p><b>Physical Health and Mental Wellbeing</b></p> <ul style="list-style-type: none"> <li>See Week 4 – same curriculum links.</li> <li>Series of Lessons from the PSHE Association.</li> </ul>	<p><b>To learn about how being active can keep people healthy</b></p> <p>Twinkl <b>Let's Move Our Bodies</b> PowerPoint</p> <p>Ask questions like:</p> <ul style="list-style-type: none"> <li>-how did moving make you feel?</li> <li>-why is it important to be active?</li> <li>-how else are you active?</li> <li>-how could we feel if we're not active?</li> </ul> <p><b>Resources:</b> Twinkl Let's Move our Bodies PowerPoint</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating &gt; PSHE</p>	<p><b>To learn about how being active can keep people healthy</b></p> <p>PSHE Association Lesson plan</p> <ul style="list-style-type: none"> <li>-Key Stage 1, Lesson 2: Keeping healthy with physical activity</li> </ul> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating</p>	<p><b>To learning about making choices about food and drink</b></p> <p>PSHE Association Lesson plan</p> <ul style="list-style-type: none"> <li>-Key Stage 2, Lesson 2: Healthier eating choices and influences</li> </ul> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating</p>	<p><b>To learn about a balanced lifestyle</b></p> <p>PSHE Association Lesson plan</p> <ul style="list-style-type: none"> <li>-Key Stage 2, Lesson 5: Balanced lifestyles</li> </ul> <p><b>Resources:</b> Healthy Eating (PSHE Association) folder</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Healthy Eating</p>

		Association Resources > Twinkl Resources EYFS			
6	<b>Respectful Relationships (throughout the year)</b> Pupils should know: <ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs.</li> <li>that in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others.</li> </ul>	<b>RE Week</b> What difference does being a _____ make to daily life?  <i>What is it like being a practising Christian?</i>  <i>(EYFS focus: Christianity)</i>	<b>RE Week</b> What difference does being a _____ make to daily life?  <i>What is it like being a practising Christian/Jew?</i>  <i>(Y1/Y2 focus: Christianity, Judaism)</i>	<b>RE Week</b> What difference does being a _____ make to daily life?  <i>How do the varying ways in which Hindus/Christians worship compare?</i>  <i>(Y3/Y4 focus: Christianity, Hinduism)</i>	<b>RE Week</b> What difference does being a _____ make to daily life?  <i>How do the varying ways in which Muslims/Christians worship compare?</i>  <i>(Y5/Y6 focus: Christianity, Islam)</i>

**Key Knowledge and Skills- Summer Term '2' (Cycle A)**

Relationships education	Physical health and mental wellbeing	Sex education	Living in the wider world (non statutory, PSHE Association core theme)
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Notes about this planning:

- All areas of the curriculum are taught in an age and stage appropriate manner; **parents** were reassured about this after the **parent consultation**.
- Clear links with the National Curriculum are made weekly; this was done to ensure curriculum coverage and to respond to **parents** asking for more detail on each of the different curriculum areas after the **parent consultation**.
- Pupil voice links are highlighted in **pink**.
- Safeguarding links are highlighted in **red**.
- A Safeguarding Education Advisor to speak to families and staff about Computing and online safety – date TBC. (**safeguarding**)

<u>Week</u>	<u>National Curriculum (NC)</u>	<u>EYFS</u>	<u>Y1/Y2</u>	<u>Y3/Y4</u>	<u>Y5/Y6</u>
<b>At the start of every lesson, remind pupils of the working agreement. Take photos, notes, etc, and stick this evidence in the class's RSHE book.</b>					
1	<p><b>Pupil Voice</b> (PSHE Association planning)</p> <p><b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• We are learning to express our opinions to help our teachers design RSHE education lesson for pupils in the future.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can explain what we learn about in RSHE education.</li> <li>• I can prioritise the RSHE topics that I consider to be most important.</li> <li>• I can suggest what is most useful for primary pupils to learn about in RSHE education.</li> <li>• I can make suggestions about how PSHE education could be improved in my school.</li> </ul>	<p><b><u>Pupil Voice Activity</u></b> <b><u>(whole class)</u></b></p> <p><b>Review:</b> what have we learned in RSHE this year? Create a class mind map.</p> <p><b>Main lesson:</b> Draw an age 4/5 sized gingerbread person on a large piece of paper.</p> <p>Explain to the children this gingerbread person is learning lots of new things about growing up and they would like your help. They would like to know what is important when learning about</p> <ul style="list-style-type: none"> <li>• how to keep safe?</li> <li>• how to be healthy?</li> <li>• how to be a good friend?</li> <li>• families?</li> <li>• themselves?</li> <li>• other people?</li> </ul>	<p><b><u>Pupil Voice Activity</u></b></p> <p><b>Review:</b> what have we learned in RSHE this year? Create a class mindmap.</p> <p><b>Main lesson:</b> <i>Could do this activity with the year 1s and the year 2s separately if you have time?</i></p> <p>Draw an age 5/6/7 sized gingerbread person on a large piece of paper <b>or</b> give the children individual gingerbread outlines.</p> <p>Explain to the children this gingerbread person is learning lots of new things about growing up and they would like your help. They would like to know what is important when learning about</p> <ul style="list-style-type: none"> <li>• how to keep safe?</li> <li>• how to be healthy?</li> </ul>	<p><b><u>Pupil Voice Activity</u></b></p> <p>Follow the PSHE Association 'Gathering Pupils' Views' lesson plan.</p> <p>Adapt as you see fit for year 3 and year 4.</p> <p><b>Resource:</b> PSHE Association's 'Gathering pupils' views on RSHE (primary)' document.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Pupil Voice</p>	<p><b><u>Year 5: Pupil Voice activity</u></b></p> <p>Follow the PSHE Association 'Gathering Pupils' Views' lesson plan.</p> <p>Adapt as you see fit for year 5s.</p> <p><b>Resource:</b> PSHE Association's 'Gathering pupils' views on RSHE (primary)' document.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Pupil Voice</p> <p><b><u>Year 6: My Body</u></b> <b>Sex Education (Safeguarding)</b></p> <p>Pupils can explain what intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.</p> <p><b>Resource:</b> Educator Solutions RSE Solution KS2 book.</p>

		<p>Take a photo of the gingerbread person for Class 1's records. Please give the gingerbread person to RSHE lead.</p>	<ul style="list-style-type: none"> <li>• how to be a good friend?</li> <li>• families?</li> <li>• themselves?</li> <li>• other people?</li> </ul> <p>Adult/child to write ideas in and around the gingerbread person. Could create a key if they would like to.</p> <p>Take photos for Class 2s records and then give the gingerbread people to RSHE lead.</p> <p><b>Resource:</b> <i>Gingerbread person outline KS1.</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Pupil Voice</i></p>		<p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Educator Solutions KS2 RSE Solution book.pdf</i></p>
2	<p><b>Basic First Aid</b> (throughout the year)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• concepts of basic first-aid. (safeguarding)</li> </ul>	<p><b>Choking</b></p> <ul style="list-style-type: none"> <li>-Go through the PowerPoint and watch the BBC Teach video before the lesson.</li> <li>-Adapt the lesson as you see fit for EYFS.</li> <li>-Reassure the children that choking isn't something that happens often but it's always good to know if you or someone around you is choking.</li> <li>-Have a larger teddy on hand to demonstrate to the children what to do.</li> </ul> <p><b>Resources:</b> <i>'EYFS and KS1 Choking' Powerpoint, a large teddy</i></p>	<p><b>Choking</b></p> <ul style="list-style-type: none"> <li>-Go through the PowerPoint and watch the BBC Teach video before the lesson.</li> <li>-Adapt the lesson as you see fit for Year 1 and Year 2.</li> <li>-Reassure the children that choking isn't something that happens often but it's always good to know if you or someone around you is choking.</li> <li>-Have a larger teddy on hand to demonstrate to the children what to do.</li> </ul> <p><b>Resources:</b> <i>'EYFS and KS1 Choking' Powerpoint, a large teddy</i></p>	<p><b>Choking</b></p> <p>Review what to do if someone is choking.</p> <p>St John Ambulance '<b>Asthma</b>' lesson.</p> <p><b>Resources:</b> <i>St John Ambulance PowerPoint, lesson plan, worksheets, etc.</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Asthma</i></p>	<p>St John Ambulance '<b>Choking</b>' and '<b>Basic Life Support</b>' lessons.</p> <p><b>Resources:</b> <i>St John Ambulance PowerPoint, lesson plan, worksheets, etc.</i></p> <p><b>Link:</b> <i>SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid &gt; KS2 Choking and KS2 Basic Life Support</i></p>

		<a href="#">Link: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid</a>	<a href="#">Link: SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Emergency Services and Basic First Aid</a>		
3	<p><b>Pupil Voice</b> <b>Living in the Wider World</b></p> <p>Pupils in EYFS and KS1</p> <ul style="list-style-type: none"> <li>will explore where people get money from, including working to earn money and saving for the future.</li> </ul> <p>Pupils in Years 3 and 4</p> <ul style="list-style-type: none"> <li>explore cash, cheques, bank cards, online payments and the best way to pay in different situations.</li> </ul> <p>Pupils in Year 5 and 6</p> <ul style="list-style-type: none"> <li>will be introduced to the main services and types of accounts offered by banks.</li> </ul>	<p><b>Natwest Money Sense</b></p> <p>Money in the World: Where does money come from?</p> <ul style="list-style-type: none"> <li>Adapt lesson as you see fit for EYFS.</li> </ul> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'Where does money come from' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>Money in the World: Where does money come from?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'Where does money come from' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>My money management: How can I pay for things?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'Y3 Y4 How can I pay for things' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>My money safety: How can I use a bank account?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'Y5 Y6 How can I use a bank account' folder</a></p>
4	<p><b>Pupil Voice</b> <b>Living in the Wider World</b></p> <p>Pupils in EYFS and KS1</p> <ul style="list-style-type: none"> <li>will learn about saving money for later, reasons for saving and how it might make them feel, and why savings can be important.</li> </ul> <p>Pupils in Years 3 and 4</p> <ul style="list-style-type: none"> <li>explore the ways in which jobs and money are connected, and how different choices affect future goals.</li> </ul> <p>Pupils in Year 5 and 6</p> <ul style="list-style-type: none"> <li>explore how to create a budget and how key financial documents can be used to monitor expenses and income.</li> </ul>	<p><b>Natwest Money Sense</b></p> <p>My money safety: Why is it important to save money?</p> <ul style="list-style-type: none"> <li>Adapt lesson as you see fit for EYFS.</li> </ul> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'Why it is important to save money' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>My money safety: Why is it important to save money?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'Why it is important to save money' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>Money in the world: What are the links between jobs and money?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'Y3 Y4 What are the links between jobs and money' folder</a></p>	<p><b>Natwest Money Sense</b></p> <p>My money management: How do I plan a simple budget?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> <a href="#">SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'Y5 Y6 How do I plan a simple budget' folder</a></p>
5	<p><b>Pupil Voice</b> <b>Living in the Wider World</b></p>	<b>Natwest Money Sense</b>	<b>Natwest Money Sense</b>	<b>Natwest Money Sense</b>	<b>Natwest Money Sense</b>

	<p>Pupils in EYFS and KS1</p> <ul style="list-style-type: none"> <li>explore the difference between needs and wants, considering how we prioritise things we buy in terms of importance.</li> </ul> <p>Pupils in Years 3 and 4</p> <ul style="list-style-type: none"> <li>explore choices about spending money, and how other people might make different ones.</li> </ul> <p>Pupils in Years 5 and 6</p> <ul style="list-style-type: none"> <li>look at ways to keep money safe, the risks associated with spending online, and the consequences of scams.</li> </ul>	<p>My money management: What are needs and wants?</p> <ul style="list-style-type: none"> <li>Adapt lesson as you see fit for EYFS.</li> </ul> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'What are needs and wants' folder</p>	<p>My money management: What are needs and wants?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS1 &gt; 'What are needs and wants' folder</p>	<p>My money management: What affects my choices about money?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'What affects my choices about money' folder</p>	<p>My money safety: How can I keep my money safe?</p> <p><b>Resource:</b> Natwest Money Sense lesson plan, PowerPoint, activities.</p> <p><b>Link:</b> SharePoint &gt; Staff &gt; Documents &gt; RSHE &gt; Natwest Moneysense &gt; KS2 &gt; 'How can I keep my money safe' folder</p>
6	<p><b>Physical health and fitness</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this.</li> </ul> <p><b>Mental wellbeing</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors and community participation on mental wellbeing and happiness.</li> </ul>	<p><b>Sports Day</b></p> <p>Family and friends of children come to watch.</p> <p>Children are divided in mixed year groups team within each house group.</p> <p>Presentation of the Celia Phonix cup to a year 6 pupil for sportsmanship.</p> <p>Family/community picnic after all sport events are finished.</p>	<p><b>Sports Day</b></p> <p>Family and friends of children come to watch.</p> <p>Children are divided in mixed year groups team within each house group.</p> <p>Presentation of the Celia Phonix cup to a year 6 pupil for sportsmanship.</p> <p>Family/community picnic after all sport events are finished.</p>	<p><b>Sports Day</b></p> <p>Family and friends of children come to watch.</p> <p>Children are divided in mixed year groups team within each house group.</p> <p>Presentation of the Celia Phonix cup to a year 6 pupil for sportsmanship.</p> <p>Family/community picnic after all sport events are finished.</p>	<p><b>Sports Day</b></p> <p>Family and friends of children come to watch.</p> <p>Children are divided in mixed year groups team within each house group.</p> <p>Presentation of the Celia Phonix cup to a year 6 pupil for sportsmanship.</p> <p>Family/community picnic after all sport events are finished.</p>
7	<p><b>Mental wellbeing</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors and community participation on mental wellbeing and happiness.</li> </ul>	<p><b>End of year assembly</b></p> <p>Opportunity to celebrate the school year and the children's achievements as a whole school community.</p>	<p><b>End of year assembly</b></p> <p>Opportunity to celebrate the school year and the children's achievements as a whole school community.</p>	<p><b>End of year assembly</b></p> <p>Opportunity to celebrate the school year and the children's achievements as a whole school community.</p>	<p><b>End of year assembly</b></p> <p>Opportunity to celebrate the school year and the children's achievements as a whole school community.</p>
Weekly all term	<p><b>Physical health and fitness</b></p> <p>Pupils should know:</p>	<p>Weekly PE lessons (x2)</p> <p>Daily run</p>	<p>Weekly PE lessons (x2)</p> <p>Daily run</p>	<p>Weekly PE lessons (x2)</p> <p>Daily run</p>	<p>Weekly PE lessons (x2)</p> <p>Daily run</p>

	<ul style="list-style-type: none"><li>the importance of building regular exercise into daily and weekly routines and how to achieve this.</li></ul> <p><b>Healthy eating</b></p> <p>Pupils should know:</p> <ul style="list-style-type: none"><li>what constitutes a healthy diet.</li></ul>	Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.	Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.	Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.	Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles.
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**Key Knowledge and Skills – All academic year, whole school**

Relationships education

Physical health and mental wellbeing

Sex education

National Curriculum (NC)	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<p><b>Respectful relationships (throughout the year)</b> Pupils should know</p> <ul style="list-style-type: none"> <li>the conventions of courtesy and manners.</li> <li>that in school and in wider society they can expect to be treated with respect by others, including those in positions of authority.</li> <li>About different types of bullying, impact, responsibilities and how to get help</li> </ul> <p><b>Being safe (safeguarding) (throughout the year)</b> Pupils should know</p> <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>	<ul style="list-style-type: none"> <li>-Saying please and thank you.</li> <li>-Being helpful to each other.</li> <li>-Showing good listening skills.</li> <li>-Holding doors for each other.</li> <li>-Putting hands up to show they wish to speak.</li> <li>-Encouraged and reminded to think before they speak or do something which may be unkind or hurtful to another child/adult.</li> <li>-Whole school Anti-Bullying policy (<b>Safeguarding</b>)</li> <li>-Trusted adults in school</li> <li>-Childline number on display in classrooms and around the school</li> <li>-Children reminded of Childline number in RSHE lessons</li> </ul>			

National Curriculum (NC)	EYFS	Y1/Y2	Y3/Y4	Y5/Y6
<p><b>Physical health and fitness (throughout the year)</b> Pupils should know</p> <ul style="list-style-type: none"> <li>the importance of building regular exercise into daily and weekly routines and how to achieve this.</li> </ul> <p><b>Health and prevention</b> Pupils should know</p> <ul style="list-style-type: none"> <li>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> </ul> <p><b>Mental wellbeing</b> Pupils should know</p>	<p>Daily run Weekly PE lessons (x2)</p> <ul style="list-style-type: none"> <li>-Handwashing after going to the toilet.</li> <li>-Handwashing before and after eating food.</li> <li>-Sneezing and coughing into a tissue or crook of the elbow; washing hands afterwards.</li> <li>-Blowing and wiping noses using a tissue; washing hands afterwards.</li> <li>-Children to note in staff, TA and MSA meetings (<b>safeguarding</b>)</li> </ul>			



<ul style="list-style-type: none"> <li>• 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 access early enough.</li> </ul> <p><b>Mental wellbeing</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• the benefits of time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul> <p><b>Healthy eating</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet.</li> </ul> <p><b>Internet Safety and Harms</b> Pupils should know</p> <ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul> <p><b>Drugs, Alcohol and Tobacco</b> Pupils should know,</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	<ul style="list-style-type: none"> <li>-ELSA support given to children as and when needed (<b>safeguarding</b>)</li> <li>-‘Checking in’ chats with children as and when needed (<b>safeguarding</b>)</li> <li>-‘Feelings and wishes’ with children as and when needed (<b>safeguarding</b>)</li> </ul> <ul style="list-style-type: none"> <li>-Harvest Festival: collection for Norwich food bank; representative from the Salvation Army comes to our service to speak with the children</li> <li>-Christingle: collection for The Children’s Society during the service</li> <li>-time outdoors: Classes 3 and 4 residentials to How Hill, Aylmerton, Norfolk Lakes or Horsford (Class 4 in the Autumn, Class 3 in the Spring)</li> <li>-School Council: various fundraisers/donations throughout the year for charity (eg. adopting and animal from the WWF, donation to The Woodland Trust, donation to Nelson’s Journey, etc.)</li> <li>-Rotary Shoebox Scheme: sending new toys and other items to children in Moldova or other countries of need (<a href="http://www.rotaryshoebox.org">www.rotaryshoebox.org</a>)</li> <li>-Peer Mediators (Year 6 children)</li> </ul> <ul style="list-style-type: none"> <li>-Children are encouraged, daily, to eat fruit for snacks and bring water only in their refillable bottles</li> </ul> <ul style="list-style-type: none"> <li>-part of the Purple Mash Computing Curriculum</li> </ul> <ul style="list-style-type: none"> <li>-Year 5/6 Science Curriculum (Spring 1)</li> </ul>
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