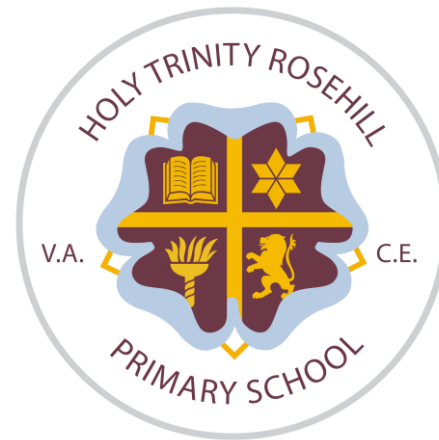


Holy Trinity Rosehill CofE Primary School

RSHE Coverage



HTR RSHE – Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me		When I Grow Up (people who help us) Once Upon a Time (Traditional Tales)		Animal Kingdom	
<p>PSED <u>Making Relationships</u> Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p><u>Sense of Self</u> Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Is sensitive to others' messages of appreciation or criticism.</p> <p><u>Understanding Emotions</u> May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</p> <p>PD <u>Health and Self Care</u> Can name and identify different parts of the body. (ongoing)</p>		<p>PSED <u>Making Relationships</u> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p> <p><u>Sense of Self</u> Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</p> <p>Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers</p> <p><u>Understanding Emotions</u> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</p> <p>PD <u>Health and Self Care</u> Can name and identify different parts of the body. (ongoing)</p>		<p>PSED <u>Making Relationships</u> Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p> <p><u>Sense of Self</u> Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p><u>Understanding Emotions</u> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> <p>PD <u>Health and Self Care</u> Can name and identify different parts of the body.</p> <p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</p>	

HTR RSHE– Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Incredible Me!	Light and Dark / Festivals	Superheroes	Growing and Changing	All Creatures Great and Small	Holidays
<p>PSED <u>Making Relationships</u> Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p><u>Sense of Self</u> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p><u>Understanding Emotions</u> Understands their own and other people's feelings, offering empathy and comfort</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>PD <u>Health and Self Care</u> Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</p>		<p>PSED <u>Making Relationships</u> Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations</p> <p>Is proactive in seeking adult support and able to articulate their wants and needs</p> <p><u>Sense of Self</u> Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p><u>Understanding Emotions</u> Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p>		<p>PSED <u>Making Relationships</u> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours</p> <p>Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</p> <p><u>Sense of Self</u> Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p><u>Understanding Emotions</u> Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p> <p>Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p> <p>PD <u>Health and Self Care</u> Can initiate and describe playful actions or movements for other children to mirror and follow</p>	
<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. 		<p>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. 		<p>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	

HTR KS1 Cycle 1- RSHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and Relationships – What do family and friends mean to me? (A)		Health and Well-being (A)	Safety and the Changing Body – How do we keep ourselves safe? (A)	Citizenship (A)	Economic Well-being / Transition (A)
<p>Families and people who care for me: Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p>Families and people who care for me: Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That marriage represents a formal and legally recognised relationship. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships: Pupils should understand the conventions of courtesy and manners and how these can help us build friendships</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Caring friendships: Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends. (Y1)</p> <p>Caring friendships: Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y1)</p> <p>Caring friendships: Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (Y2)</p> <p>Respectful relationships: Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Respectful relationships: Pupils should know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Y2)</p>	<p>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.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Personal hygiene and germs including bacteria, viruses, how they are spread and the importance of washing</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p> <p>Health and prevention: the facts and science relating to allergies, immunisation and vaccination</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>How to make a clear and efficient call to emergency services if necessary</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do.</p>	<p>PSHE non-statutory guidance and British Values.</p>	<p>The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider worldG L13. that money needs to be looked after; different ways of doing this</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider worldG L16. different jobs that people they know or people who work in the community do</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider world</p> <p>G L14. that everyone has different strengths and H27. about preparing to move to a new class/year group</p>

HTR KS1 Cycle 2 - RSHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and Relationships – What do family and friends mean to me? (B)		Health and Well-being (B)	Safety and the Changing Body – How do we keep ourselves safe? (B)	Citizenship (B)	Economic Well-being / Transition (B)
<p>Families and people who care for me: Pupils should know that families are important for children growing up because they can give love, security and stability.</p> <p>Families and people who care for me: Pupils should know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That marriage represents a formal and legally recognised relationship. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Caring friendships: Pupils should understand the conventions of courtesy and manners and how these can help us build friendships</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Caring friendships: Pupils should know how important friendships are in making us feel happy and secure, and how people choose and make friends. (Y1)</p> <p>Caring friendships: Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (Y1)</p> <p>Caring friendships: Pupils should know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (Y2)</p> <p>Respectful relationships: Pupils should know the practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Respectful relationships: Pupils should know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (Y2)</p>	<p>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.</p> <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>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.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health. what constitutes a healthy diet (including understanding calories and other nutritional content) the principles of planning and preparing a range of healthy meals the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know Pupils should know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do</p>	<p>PSHE non-statutory guidance and British Values.</p>	<p>The National Curriculum states that 'All schools should make provision for personal, social, health and economic education (PSHE)'</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider worldG L13. that money needs to be looked after; different ways of doing this</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider worldG L16. different jobs that people they know or people who work in the community do</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider world</p> <p>G L14. that everyone has different strengths and H27. about preparing to move to a new class/year group</p>

HTR RSHE – LKS2 – Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
<p>Caring friendships 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.</p> <p>Respectful relationships Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Caring friendships: What trust is, who to trust and why and what to do if they don't trust someone or someone breaks their trust.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>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.</p>	<p>Mental wellbeing: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Physical and mental fitness: The characteristics and mental and physical benefits of an active lifestyle 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. The risks associated with an inactive lifestyle (including obesity).</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Internet and safety harms: 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. That for most people the internet is an integral part of life and has many benefits. 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. Where and how to report concerns and get support with issues online.</p> <p>Online relationships: That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. 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. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Mental wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Where to get advice e.g. family, school and/or other sources.</p> <p>Basic first aid: how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking YEAR 4 - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>PSHE non-statutory guidance: Learning opportunities in Living in the Wider World British Values</p>	<p>PSHE non-statutory guidance PSHE Association's Programme of Study for PSHE: Living in the wider world</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring and H36. strategies to manage transitions between classes and key stages.</p>	<p>PSHE Association's Programme of Study for PSHE: Living in the wider world</p>

HTR RSHE – LKS2 – Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Wellbeing	Transition
<p>Caring friendships 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.</p> <p>Respectful relationships Different types of bullying (including cyber-bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>Caring friendships: What trust is, who to trust and why and what to do if they don't trust someone or someone breaks their trust.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>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.</p>	<p>Mental wellbeing: Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>Physical and mental fitness: The characteristics and mental and physical benefits of an active lifestyle 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. The risks associated with an inactive lifestyle (including obesity).</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Internet and safety harms: How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>That for most people the internet is an integral part of life and has many benefits.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Where and how to report concerns and get support with issues online.</p> <p>Online relationships: That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How information and data is shared and used online.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Mental wellbeing: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where to get advice e.g. family, school and/or other sources.</p> <p>Basic first aid: how to make a clear and efficient call to emergency services if necessary concepts of basic first-aid, for example dealing with common injuries, including head injuries The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking YEAR 4 - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>	<p>PSHE non-statutory guidance: Learning opportunities in Living in the Wider World</p> <p>British Values</p>	<p>PSHE non-statutory guidance PSHE Association's Programme of Study for PSHE: Living in the wider world</p>	<p>PSHE Association's Programme of Study for PSHE: Living in the wider world</p> <p>H35. about the new opportunities and responsibilities that increasing independence may bring and H36. strategies to manage transitions between classes and key stages.</p>

HTR RSHE – Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Families and Relationships	Health and Wellbeing	Online Safety	Citizenship	Economic Wellbeing	The Changing Body
<p>Caring friendships Pupils should know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems. How important friendships are in making us feel happy and secure, and how people choose and make friends 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. Pupils should know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Respectful relationships The importance of self-respect and how this links to their own happiness.</p> <p>Families and people who care for me Pupils should know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Pupils should know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Pupils should know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>The principles of planning and preparing a range of healthy meals</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p> <p>Health and prevention G about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</p>	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Cross-curricular links</p> <p>Computing</p> <p>Pupils should be able to:</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>PSHE non-statutory guidance:</p> <p>Learning opportunities in Living in the Wider World</p> <p>British Values</p>	<p>PSHE non-statutory guidance</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider world</p>	<p>Changing adolescent body key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Science: Y5 Animals including humans: describe the changes as humans develop to old age.</p> <p>Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Basic first aid</p> <p>Pupils should know:</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>

HTR RSHE – Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Health and Well-being</p>	<p>Families and Relationships – How and why do relationships change?</p>	<p>Safety including Online Safety</p>	<p>Citizenship</p>	<p>Economic Well-being</p>	<p>The Changing Body and Identity – What does it mean to be an adult?</p>
<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. That mental wellbeing is a normal part of daily life, in the same way as physical health. That mental wellbeing is a normal part of daily life, in the same way as physical health. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 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). 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. 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. Why social media, some computer games and online gaming, for example, are age restricted. Health and prevention: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. Physical health and fitness: The risks associated with an inactive lifestyle (including obesity) How and when to seek support including which adults to speak to in school if they are worried about their health. The characteristics and mental and physical benefits of an active lifestyle. Healthy eating: 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. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>	<p>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. Respectful Relationships: Pupils should know practical steps they can take in a range of different contexts to improve or support respectful relationships. What a stereotype is, and how stereotypes can be unfair, negative or destructive. Caring friendships: Pupils should know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 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. 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.</p>	<p>Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. National curriculum G Science G Animals including humans G Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. Respectful relationships The importance of permission-seeking and giving in relationships with friends, peers and adults Online relationships That people sometimes behave differently online, including by pretending to be someone they are not 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 Internet safety and harms 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 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 Mental wellbeing That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing Basic first aid how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>PSHE non-statutory guidance: Learning opportunities in Living in the Wider World British Values</p>	<p>PSHE non-statutory guidance PSHE Association's Programme of Study for PSHE: Living in the wider world</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle</p> <p>Non-statutory, however, the DfE recommends that: "all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born" (point 67 page 23).</p> <p>PSHE Association's Programme of Study for PSHE: Living in the wider world H25 about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>