



RSHE - Curriculum Overview

| Year | Subject specific Vocabulary | 'The Greats' | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Happy Sad Worried Angry Right choice Rules Respect Share Take turns | N/A | <p><u>Personal, Social and Emotional Development (PSED):</u></p> <p>Building relationships</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Show more confidence in new social situations • Play with one or more other children, extending and elaborating play ideas • Find solutions to conflicts & rivalries e.g. accepting that not everyone can be Spider Man in the game, and suggesting other ideas • Talk with others to solve conflicts <p><u>PSED:</u></p> <p>Managing self</p> <ul style="list-style-type: none"> • Select & use activities & resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them • Increasingly follow rules, understanding why they are important • Remember rules without needing an adult to remind them • Develop appropriate ways of being assertive • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Understand gradually how others might be feeling • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • Be increasingly independent in meeting own care needs e.g. brushing teeth, using the toilet, washing & drying their hands thoroughly • Make healthy choices about food, drink, activity and tooth brushing <p><u>Physical development:</u></p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Become more outgoing with unfamiliar people, in the safe context of their setting • Show more confidence in social situations • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' • Develop appropriate ways of being assertive • Understand gradually how others might be feeling <p>Health</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips <p><u>Understanding the World:</u></p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Show interest in different occupations • Continue to develop positive attitudes about the differences between people • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p>Past and Present</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history | | | | | |



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| Reception | Happy Sad Worried Angry Right choice Rules Respect Share Take turns | | <p><u>Personal, Social and Emotional Development:</u></p> <p>Building Relationships</p> <ul style="list-style-type: none"> • Build constructive and respectful relationships • Think about the perspectives of others <p>Managing self</p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge • Manage their own needs e.g. personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p>Self-Regulation</p> <ul style="list-style-type: none"> • See themselves as a valuable individual • Express their feelings and consider the feelings of others • Identify and moderate their own feelings socially and emotionally <p><u>Personal Development:</u></p> <p>Health</p> <ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully e.g. lining up and queuing, mealtimes, personal hygiene | <p><u>Personal, Social and Emotional Development (ELG):</u></p> <p>Building Relationships (ELG)</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 <p><u>Personal, Social and Emotional Development (ELG):</u></p> <p>Managing Self (ELG)</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><u>Personal, Social and Emotional Development (ELG):</u></p> <p>Self-Regulation (ELG)</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><u>Personal Development (ELG):</u></p> <p>Health</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices |
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| <p>Year 1</p> | <p>Love, security, stability, courtesy, manners, happy, choices, importance</p> <p>safety, adults, private, PANTS, appropriate, inappropriate, touch, wanted, unwanted, trust, support, help, private parts</p> <p>healthy meals, diet, balanced, unhealthy, obesity, tooth decay, dental health, hygiene, oral hygiene, emergency calls, first aid, emergency services</p> | | <p>Family</p> <ul style="list-style-type: none"> -the conventions of courtesy and manners -that families are important for children growing up because they can give love, security and stability. | <p>Friendships</p> <ul style="list-style-type: none"> -how important friendships are in making us feel happy and secure, and how people choose and make friends -what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) | <p>PANTS</p> <ul style="list-style-type: none"> -understand and learn the PANTS rules -name body parts and know which parts should be private -know the difference between appropriate and inappropriate touch | <p>PANTS</p> <ul style="list-style-type: none"> -understand that they have the right to say "no" to unwanted touch -start thinking about who they trust and who they can ask for help | <p>Healthy Bodies</p> <ul style="list-style-type: none"> -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) -about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist | <p>First Aid</p> <ul style="list-style-type: none"> -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>Year 2</p> | <p>Healthy, relationships, positive, negative, conflict, friendships, lonely, excluded, repaired, strengthened, violence, families, differences, diverse, respect, love, care</p> <p>safety, adults, private, PANTS, appropriate, inappropriate, touch, wanted,</p> | | <p>Positive Relationships</p> <ul style="list-style-type: none"> -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded - 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 | <p>Family Differences</p> <ul style="list-style-type: none"> -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 -that stable, caring | <p>PANTS</p> <ul style="list-style-type: none"> -understand and learn the PANTS rules -name body parts and know which parts should be private -know the difference between appropriate and inappropriate touch | <p>PANTS</p> <ul style="list-style-type: none"> -understand that they have the right to say "no" to unwanted touch - start thinking about who they trust and who they can ask for help | <p>Looking after the body</p> <ul style="list-style-type: none"> -about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing -what constitutes a healthy diet (including understanding calories and other nutritional content) | <p>First Aid</p> <ul style="list-style-type: none"> -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 |



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| | <p>unwanted, trust, support, help, private parts, penis, vagina, boundaries</p> <p>Hygiene, germs, bacteria, viruses, spread, healthy, unhealthy, caring for our body, treatment, handwashing, calories, nutrition, weight, balanced diet, emergency calls, first aid, emergency services</p> | | <p>that resorting to violence is never right</p> | <p>relationships, which maybe of different types, are at the heart of happy families, and are important for children's security as they grow up</p> | | | | |
| Year 3 | <p>Trust, judge, friendship, positive, negative, conflict, managing emotions, managing conflict, uncomfortable, advice, self-esteem</p> <p>Safety, friendships, appropriate, inappropriate, boundaries, peers, unsafe, feelings, adult, help, advice, concerns, abuse, advice, confidence, resilience</p> <p>Sufficient, quality, sleep, good health, poor health, lack of, weight, mood, learn, consequences, safe, unsafe, sun exposure, risk, damage, skin cancer</p> | | <p>Happy Relationships -how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</p> | <p>Self-Esteem -what is meant by self-esteem -to learn ways to build self esteem</p> | <p>Keeping Safe -what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) -how to recognise and report feelings of being unsafe or feeling bad about any adult -the importance of permission seeking and giving in relationships with friends, peers and adults</p> | <p>Keeping Safe -how to ask for advice or help for themselves or others, and to keep trying until they are heard -how to report concerns or abuse, and the vocabulary and confidence needed to do so -where to get advice e.g. family, school and/or other sources</p> | <p>Sleepy Heads -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>Caring for our skin -about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> |



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| Year 4 | <p>Characteristics, friendships, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, interests, mutual support, problems, difficulties, society, respect, dis-respect, authority, assertiveness</p> <p>Privacy, implications, secrets, safe, consequences, advice, help, report, abuse, concerns, confidence, resilience</p> <p>Physical illness, health, unhealthy, weight loss, eating, healthy eating, changes to the body, development, humans, growing up, body, puberty</p> | | <p>Changing Relationships</p> <p>-the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> | <p>Changing Relationships</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</p> <p>-look at different situations on how to be assertive</p> | <p>Keeping Safe</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 if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> | <p>Keeping Safe</p> <p>-how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>-how to report concerns or abuse, and the vocabulary and confidence needed to do so. where to get advice e.g. family, school and/or other sources</p> | <p>Signs of illness</p> <p>-how to recognise - early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> | <p>What is puberty?</p> <p>-describe the changes as humans develop to old age</p> |



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| <p>Year 5</p> | <p>Healthy family, commitment, difficulty, protection, care, time, sharing, respect, disrespect, practical steps, improving, gender, stereotypes, challenging, opinion, gender roles</p> <p>Adults, safety, appropriate, inappropriate, resilience, help, advice, concerns, abuse, confidence</p> <p>Immunisation, vaccination, illness, common, rare, bacteria, virus, healthy, unhealthy, puberty, old age, development, changes in body, feelings, emotions</p> | | <p>Building Good Relationships -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 -practical steps they can take in a range of different contexts to improve or support respectful relationships -that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>-Safe and Sound Visit to support the children to make informed and positive lifestyle choices, improving their health, safety and wellbeing.</p> | <p>Challenging Gender Stereotypes -what a stereotype is, and how stereotypes can be unfair, negative or destructive -how are we moving away from gender roles today?</p> | <p>Keeping Safe -how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know -how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> | <p>Keeping Safe -how to report concerns or abuse, and the vocabulary and confidence needed to do so -where to get advice e.g. family, school and/or other sources</p> | <p>Fighting Fit -the facts and science relating to immunisation and vaccination</p> | <p>Changes in Puberty -describe the changes as humans develop to old age</p> |
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| <p>Year 6</p> | <p>Respect, disrespect, self-respect, happiness, relationships, differences, personality, physically, beliefs, backgrounds, choices, preferences</p> <p>Adults, safety, appropriate, inappropriate, resilience, help, advice, concerns, abuse, confidence</p> <p>Aspirations, aims, future, jobs, near future, distant future</p> <p>Puberty, reproduction, changes, adolescent, physical, emotional, changes, menstrual cycle, well-being, growing up, legal and illegal substances, risks, smoking, drug, alcohol, poor diet, substances, harmful, risky behaviours, consequences</p> | | <p>Respectful Relationships</p> <p>-the importance of self-respect and how this links to their own happiness</p> | <p>Respectful Relationships</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>Keeping 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 ask for advice or help for themselves or others, and to keep trying until they are heard</p> | <p>Keeping Safe</p> <p>-how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>-where to get advice e.g. family, school and/or other sources</p> <p>Transitions in Life</p> <p>-aims for the future</p> <p>-how will I my life change in the near/distant future</p> | <p>Puberty and Reproduction</p> <p>-key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>-about menstrual wellbeing including the key facts about the menstrual cycle.</p> | <p>Healthy Behaviours</p> <p>-the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>•the characteristics of a poor diet and risks associated with unhealthy behaviours (e.g. the impact of alcohol on diet or health).</p> |
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