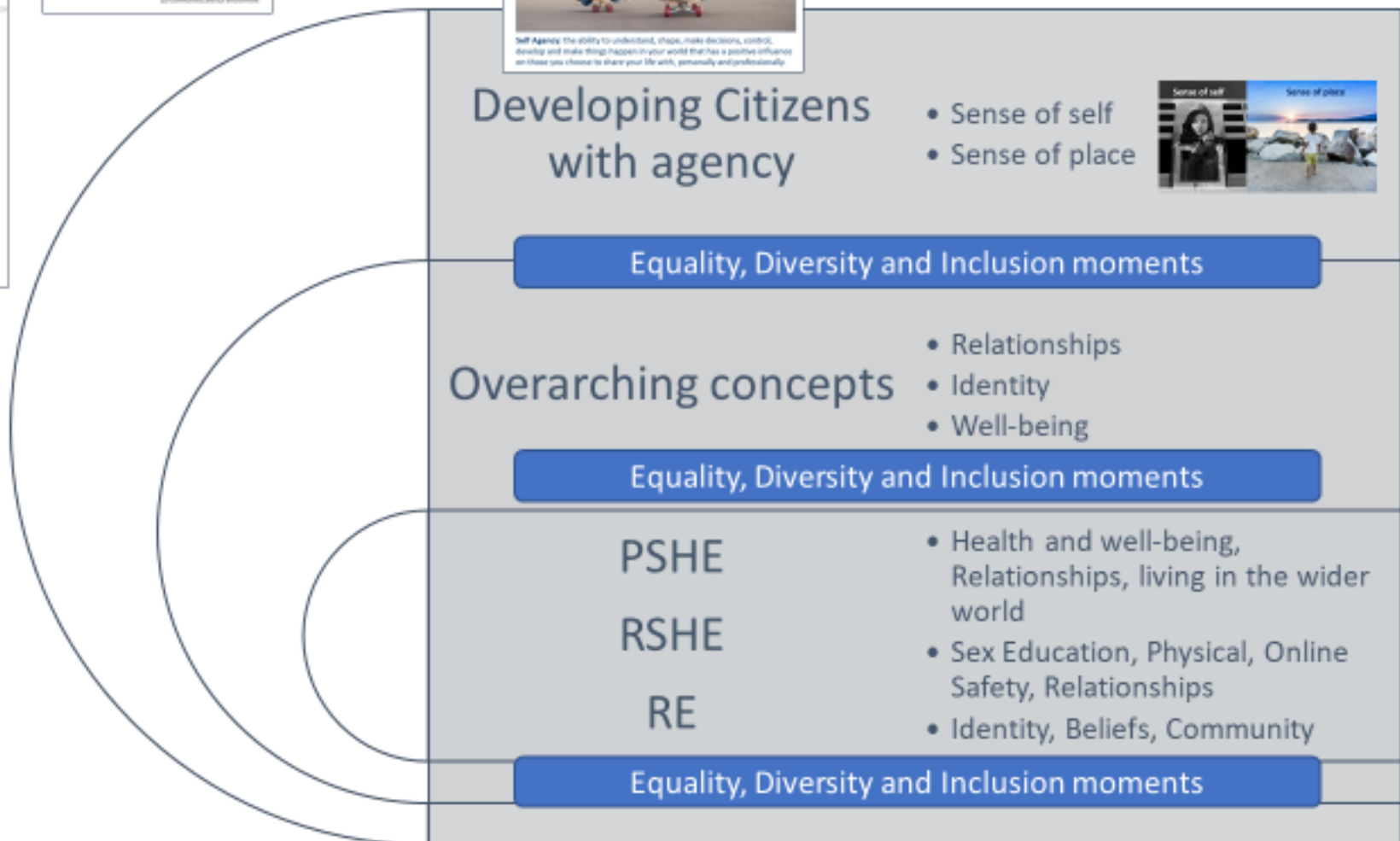


I am a Citizen.

I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.



Overview – links and key concepts – cross referenced with updates to RSHE



Developing Citizens with agency

- Sense of self
- Sense of place



Equality, Diversity and Inclusion moments

Overarching concepts

- Relationships
- Identity
- Well-being

Equality, Diversity and Inclusion moments

PSHE

RSHE

RE

- Health and well-being, Relationships, living in the wider world
- Sex Education, Physical, Online Safety, Relationships
- Identity, Beliefs, Community

Equality, Diversity and Inclusion moments

What is Relationship Education?

The Government guidance sets out the content under the following headings: 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', 'Being safe'. Relationships Education teaches the essential building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. In Relationships Education, children will learn about subjects including families, friendships, relationships and being safe, including characteristics of healthy family life. This covers varieties in family life, and how to recognise if family relationships are making them feel unhappy or unsafe, the rules and principles for keeping safe online, and appropriate boundaries in peer friendships.

What is Sex Education?

Under the National Curriculum, the basics of sex education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction. Pupils should learn the correct terminology for parts of the body and know how the body changes as they get older in preparation for adulthood.

What is Physical Health Education?

Physical Health education supports pupils to learn about making healthy choices and lifestyles, including topics such as sleep, first aid and dental care. Pupils learn how physical activity can provide immediate and long-term benefits, and reduce the risks of ill health. It also makes the links between physical and mental wellbeing. They learn about healthy foods and how healthy eating is an important part of keeping a healthy weight and protecting against some diseases.

What is Online Safety Education?

Online safety education teaches pupils:

- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

What is Mental Health & Wellbeing Education?

Mental health and Wellbeing Education supports children to understand their emotions and feelings, and how they can feel comfortable in sharing worries and concerns. It teaches pupils to understand what is normal and what may be an issue that they may need support with. It makes the link between physical health and mental health. It supports the development of self-regulation and how to deal with set-backs.

What is Religious Education?

Make ref to SMSC

Spiritual

Include some content from 'RE and the Law' – ensuring that you have a broad spread of the main world views.

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

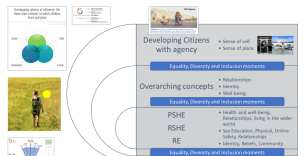
Ofsted definition of '**spiritual** development'

What is RE? from previous meeting about RE

RE is the exploration of a range of beliefs and values which have been part of human life since ancient times when it was close to mythology. It looks at our spiritual legacy from the past to our vibrant faith communities in the present. It makes connections with the first people who recognised humans are more than the physical body(Egyptian after life) and recognises our spirituality. It allows us to reflect on big questions about meaning and identity and the role faith has had in shaping our social values today. RE allows us to wonder.


Further reading, research and resources

Year 1 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – including comparing, contrasting and looking for commonality	Suggested Context/ Key Question	Key knowledge, vocabulary & Skills Artefacts and resources
			
Special books and people	Christianity		
Celebrations	<p>Christianity – The Christmas Story</p> <p>Judaism - Rosh Hashanah and Yom Kippur</p>	<p>What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs?</p> <p>Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?</p>	<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>Pupils to bring in a special gift: a past present which they value (a favourite toy/doll, a favourite game, etc.) Make a Christmas ‘sack’ of gifts: gifts for a modern baby Original gifts from the story Collage materials Design a ‘New Baby’ card announcing the birth of Jesus Empty gift wrapped box/basket Candle.</p> <p>We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</p> <p>Apples and honey Challah bread (optional) Shofar audio/video</p>
Creation	Christianity Humanism Link	<p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? The Creation Story</p> <p>How did the world begin?</p>	<p>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p>Natural products: e.g. shells, bark, leaves, plants, sand, seeds, etc. ‘Wonderful Earth’ by Nick Butterworth and Mick Inkpen Pictures (internet): view of earth from space, different natural environments; how people treat the world (caring for nature, growing vegetables, dropping litter, damaging nature).</p> <p>We are learning that some people think science can explain how the world got here. They don’t think there is a God who created it</p>
Incarnation and resurrection	Christianity Jesus as a friend	Was it always easy for Jesus to show friendship? What can I learn from	We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. ‘Say Hello’: by Jack and Michael

	Easter -Palm Sunday	<p>religious traditions? Should people follow religious leaders and teachings?</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs?</p>	<p>Foreman Bible Stories (New Testament): Zacchaeus (Luke 19), 'Stilling the Storm' (Luke 8), Mary, Martha and Lazarus (Luke 10) Ball of wool</p> <p>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p> <p>Video 'Jesus of Nazareth': show clips Crowds in modern Jerusalem (internet): show clips Pictures of palm leaves (internet): display - use real palm leaves if available Tell stories: Palm Sunday, Easter Day, Resurrection Candle</p>
Moral and ethics laws belief (belief into action)	Judaism- Shabbat	<p>Is Shabbat important to Jewish children? Are religious celebrations important to people?</p>	<p>We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p> <p>Life of a Jewish Child (internet): show clips Jewish family celebrating Shabbat (internet): Show clips Shabbat bread: (optional)</p>
Pilgrimages journeys places	Judaism		

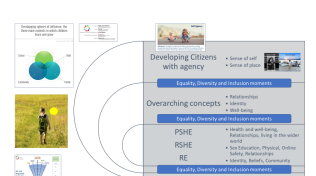
Year 2 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
			
Special books and people	Judaism	How important is it for Jewish people to do what God asks them to do? Is God important to everyone? Should people follow religious leaders and teachings?	We are learning to understand the special relationship between Jews and God and the promises they make to each other. Ibrahim and Sarah
Celebration	<p>Christianity -Christmas</p> <p>Judaism – Prayer at home, Passover, Kashrut</p> <p>Bat Mitzvah/ Synagogue</p>	<p>Jesus as a gift from God. Why do Christians believe God gave Jesus to the world? Is God important to everyone?</p> <p>How special is the relationship Jews have with God? Who do I believe I am? Does it feel special to belong?</p> <p>What is the best way for a Jew to show commitment to God? Should people follow religious leaders and teachings? Is God important to everyone?</p>	<p>We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p> <p>'George saves the world by lunchtime': Eden Project Books Advent calendars: commercial, Christmas religious scene.</p> <p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p> <p>Seder Plates and contents: weddings, Birthdays Birthday cake</p> <p>www.bbc.co.uk/education/clips/z9th34j: Four questions of Passover</p> <p>www.bbc.co.uk/education/clips/zqyv9j6: Shopping for Pesach</p> <p>www.bbc.co.uk/education/clips/z68dxnb: The Passover Story</p> <p>We are learning to understand different ways that Jews show their commitment to God.</p> <p>www.bbc.co.uk/education/clips/zdb9jxs: Judaism at home</p> <p>www.bbc.co.uk/education/clips/zd9jxnb: Meet a Jewish Family</p> <p>www.bbc.co.uk/education/clips/zqnc82p preparing for Bat Mitzvah</p> <p>www.bbc.co.uk/education/clips/zm7tfq8: Bar/Bat Mitzvah</p> <p>www.jewfaq.org/613.html: Doing Good and Helping Others www.wjr.org.uk: Doing good in the world could be a way of showing a commitment to God</p> <p>www.bbc.co.uk/education/clips/z834wmn: The Synagogue</p> <p>www.bbc.co.uk/education/clips/zqkq6sg: The Shema</p>

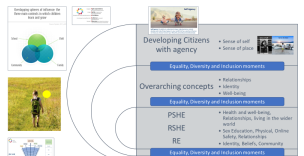
	Humanism	How do Humanists mark milestones in life?	We are learning to understand that Humanists have special ways to mark milestone moments in life. A Humanist perspective on... celebrations and ceremonies PDF. www.humanismforschools.org.uk/humanist-perspectives/
Creation	Christianity and Judaism		
Incarnation and resurrection	Christianity- Easter and Judaism	How important is it to Christians that Jesus came back to life after His crucifixion? Is God important to everyone? Are symbols better than words at expressing religious beliefs?	We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians. Pictures of nature through the seasons Items from nature e.g. leaves/buds Easter eggs Hot cross buns Childrens' Bible: Easter story, Resurrection appearances (The W walk to Emmaus, Mark 16: 12-13; The beach barbeque, John 21: 1-14 www.bbc.co.uk/education/clips/zy3w2p3
Moral and Values ethics	Christianity- What did Jesus teach? Islam Judaism	Is it possible to be kind to everyone all of the time? What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?	We are learning to re-tell Bible stories that show kindness, and to explore how this makes Christians behave towards other people. Bible Stories (New Testament): The Good Samaritan (Luke 10), The Paralyse Man (Mark 2) www.bbc.co.uk/education/clips/z3mgkqt : 'Raising the Roof' - Christ's Miracle.
Pilgrimages/journeys and places	Islam - Mosque	Does going to a mosque give Muslims a sense of belonging? Does it feel special to belong? Who do I believe I am?	We are learning to understand why Muslims visit the mosque and to explore whether this gives them a sense of belonging. www.bbc.co.uk/education/clips/z74wmp3 : Friday prayers in the mosque 'Pathways of Belief; Islam, Hinduism and Sikhism': DVD/Video www.bbc.co.uk/education/clips/z6wfgk7 : Going to the mosque www.bbc.co.uk/education/clips/zfhyr82 : Wudu – preparations for prayer Prayer mat.

	Islam - Hajj	Does completing Hajj make a person a better Muslim? Does it feel special to belong? Is God important to everyone?	We are learning to understand what happens during Hijj and to explore the importance of this to Muslims. Hajj robes, map of Mecca, Qur'an, small stones, water, umbrella, picture of Grand mosque in Makkah www.bbc.co.uk/education/clips/z8jpycw : Hajj www.bbc.co.uk/education/clips/zx8n34j : Hajj Day 1 www.bbc.co.uk/education/clips/zpqvcdm : Hajj Day 2 www.bbc.co.uk/education/clips/zvt4wmn : Day 3 of Hajj
	Judaism - Synagogue		

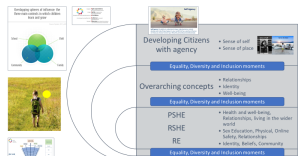
Year 3 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality		Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	Option 1	Option 2		
Special books and people	Sikhism	Hinduism		
Celebrations	Christianity			
creation	Sikhism	Hinduism		
Incarnation and resurrection	Christianity		forgiveness	
Moral and Values ethics	Christian compared with Sikhism/Hinduism			
Pilgrimages and journeys places	Sikhism	Hinduism		


Year 4 Key Concepts, Knowledge, Vocabulary and skills – R.E.

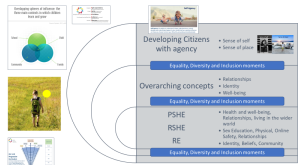
Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
			
Special books and people	Buddhist		
Celebrations	Christianity	Significance of Christmas today	
creation	Buddhist		
Incarnation and resurrection	Christianity	Is forgiveness always possible	
Moral and Values ethics	Buddhist and Christianity		
Pilgrimages and journeys places	Buddhist	Through life	

Year 5 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality		Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
	<u>Option 1</u>	<u>Option 2</u>		
Special books and people	Hinduism	Sikhism		
Celebrations	Christian compared with Hinduism/Sikhism			
creation	Hinduism	Sikhism		
Incarnation and resurrection	Christianity		How significant is it for Christians that God intended Jesus to die?	
Moral and Values ethics	Christian compared with Hinduism/Sikhism			Karma samsara moksha
Pilgrimages and journeys places	Christian compared with Hinduism/Sikhism			

Year 6 Key Concepts, Knowledge, Vocabulary and skills – R.E.

Key concept	Key Area – Including comparing, contrasting and looking for commonality	Suggested Context/Artefacts and resources	Key knowledge, vocabulary & Skills
			
<p>Special books and people</p>	<p>Islam</p>		
<p>Celebrations</p>	<p>Christianity</p>	<p>What do you need for it to be Christmas? How do Christmas celebrations teach Christians about Jesus. Do all Christians celebrate Christmas.</p>	
<p>creation</p>	<p>Islam</p>		
<p>Incarnation and resurrection</p>	<p>Christian</p>	<p>2000 year on...</p>	
<p>Moral and Values ethics</p>	<p>Christian and Islam</p>		
<p>Pilgrimages and journeys places</p>	<p>Islam</p>		

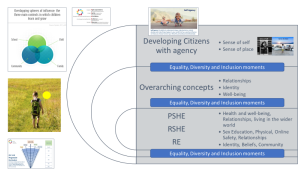
Key concept	Key Area	Suggested Context	Key knowledge, vocabulary & Skills
			

I am a Citizen.

I am a citizen. I am continually finding out who I am in this world, finding my own pathways and ideas. I understand relationships. I know that these are connections with others and know that these can change with different people and different contexts, including online, families and friendships. I know what healthy, positive and respectful relationship look like. My relationships with others are important and I develop the skills to know which ones are supportive and ones that are unsafe or unhelpful to me. I learn about how I change as I get older, on the inside and the outside, ready to become an adult. I am able to identify body parts and know how living things reproduce. I experience different feelings and emotions and learn to identify what these are with the help of others around me. I know how to look after my physical health and wellbeing. I know the benefits of exercise, good nutrition, hygiene and sleep and know where to find support if I am feeling worried about something. I develop my understanding that I am one person amongst different communities – virtual and real. I learn that I have rights but also responsibilities and know there are consequences to my actions, both to myself and to others. I develop my individual and collective voice and use it democratically. I learn how to stay safe in the real world and online, and how to keep healthy, both physically and mentally.



Year 1 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key concept	Key Area	Suggested Context	Key knowledge, vocabulary & Skills
	<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (Biology - animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> • Know that offspring are very much (but not exactly) like their parents. (statutory- science) • Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young (statutory science) • Understand the lifecycles of animals and humans (Jigsaw) • Say how their body has changed since they were a baby (Jigsaw) • Name the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina, vulva, anus (not statutory- sex ed) (Jigsaw)
	<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (Biology - animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how their body has changed from being a baby. (statutory health education) • Name ways of taking care of their body: exercise, cleanliness, healthy foods and rest (statutory- science): • Know the difference between being healthy and unhealthy and know some ways of keeping themselves healthy – e.g exercise, sleep (Jigsaw) • Know how to make healthy life style choices (Jigsaw) • Say ways to keep clean and know that germs can cause disease and illness (Jigsaw) • Name some household products (including some medicines) that could be harmful if not used properly (Jigsaw). • Know that medicines can help when feeling ill (Jigsaw)
	<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name the members of own family and understand that there are lots of different types of families including LGBT families (Jigsaw) • Say what a good friend means and how to manage conflict (Jigsaw) • Understand appropriate ways of physical contact to greet friends and make preferences around these (Jigsaw) • Name who can help in school community (Jigsaw) • Be able to identify own qualities as a person and friend, including self respect and empathy (Jigsaw) • Be able to identify special people and why they are special (Jigsaw) • Make choices based on an understanding of difference and with an absence of prejudice (Jigsaw)
	<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name their rights and responsibilities as a member of the class (Jigsaw) • Know that individual's views are valued and respected and they can add to a collective understanding (Jigsaw) • Know that there are choices and consequences (Jigsaw) • Know when they are feeling safe • Know what it feels like to belong and describe this • Know how to make a class safe for everyone to learn • Recognise how it feels to be proud of achievements • Know a range of feelings when facing consequences of actions • Know choices in relation to class agreements
	<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Know there are exciting places online but they need to follow certain rules to remain safe. • Know that many websites ask for information that is private and discuss how to responsibly handle such requests • Say some ways of how to behave online and how to recognise online bullying.

Year 2 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary and skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> Recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private (not statutory- sex ed) (Jigsaw) Identify some parts of the body
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> Know about safe and unsafe exposure to the sun Say why dental health, good dental hygiene and regular check ups are important
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Name different members of their family, understand their relationships with each of them and know why it is important to share and cooperate (Jigsaw) Know there are lots of forms of physical contact within the family and that some of this is acceptable and some is not. (Jigsaw) Say some ways that cause conflict with friends (Jigsaw) Identify when it is sometimes good to keep a secret, and when it is not. (Jigsaw) Name and show how to appreciate people who can help in their families, schools and community (Jigsaw) Say how people can express appreciation for the people in special relationships. (Jigsaw)
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> Identify hopes and fears (Jigsaw) Name their rights and responsibilities (Jigsaw) Be able to listen and contribute (Jigsaw) Know choices and consequences (Jigsaw) Recognise the feeling of worry and know how to ask for help Know how to make others feel safe Work cooperatively Be able to talk about feelings
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> Know some ways to stay safe online and how to avoid sharing personal information and images Know how to communicate appropriately online and what friendship means online. Understand how to respond to cyberbullying Name ways to behave online and whether to trust everything they read Know what to do when not feeling safe online

Year 3 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (statutory) • Know that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby (statutory) • Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies (statutory)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name the roles and responsibilities of each member of their family and reflect on the expectations for males and females (statutory) • Name the skills of friendship (statutory) • Explain how the actions and work of others around the world help and influence others (statutory) • Name the needs and rights of children and how their lives differ from other children (statutory) • Say how to express appreciation (statutory)
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Recognise own self worth and be able to identify positive things about self (Jigsaw) • Able to recognise own achievements (Jigsaw) • Can set personal goals (Jigsaw) • Able to face new challenges positively (Jigsaw) • Can make responsible choices (Jigsaw) • Say why rules are needed and relate to rights and responsibilities (Jigsaw) • Know how actions affect self and others (Jigsaw) • Care about others' feelings (Jigsaw) • Value self and others • Recognise feelings of happiness, sadness, or worry in self and others • Work cooperatively • Identify what behaviours bring certain consequences • Judge whether feelings and behaviour is appropriate and proportionate
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Say how to stay safe when online and how to stay respectful • Use advanced internet searching to explore whether the internet can be used to authenticate facts • Evaluate the benefits of using strong passwords • Develop knowledge of creating a positive online reputation and how technology can impact on health • Practice positive relationships online

Year 4 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodfactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Know that some personal characteristics come from birth parents and that this happens as a result of the joining of the egg and sperm (statutory) • Name internal and external parts of the male and female body that are necessary for making babies (statutory) • Say how a girl's body changes in order for her to be able to have babies when she is an adult, and that the menstruation (having periods) is a natural part of this (statutory)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Name situations that can cause jealousy- (Jigsaw) • Know that people identify others as people they love and care for and Identify people they care for and love (Jigsaw) • Identify relationships that can be at a distance – (Jigsaw) • Understand how friendships change, how to make new friends and deal with falling out- (Jigsaw) • Understand what a girlfriend/boyfriend/partner might mean when they are older- including respect for LGBT relationships Jigsaw • Know how to show love and appreciation to people and animals - Jigsaw
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Know how actions and attitudes affect others- (Jigsaw) • Say what a school community is and role within it- (Jigsaw) • Discuss how democracy works –(Jigsaw) • Care about others' feelings - (Jigsaw) • Know how groups make decisions – (Jigsaw) • Understand about affect of individual voice on the community – (Jigsaw) • Recognise positive feelings of being included and what it feels like to be excluded • Contribute to groups • Know how rewards and consequences affect motivation • Understand why there are group rules
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Understand what 'fake news' means and to assess what they real • Develop skills to understand fact and fake • Describe different online reputation • Say how technology can have a negative impact on people's lives • Identify how bullying can take place online

Year 5 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<ul style="list-style-type: none"> • Identify phases of life cycle: birth, growth, reproduction, death (statutory – science) • Know the life process of reproduction in some plants and animals (statutory – science) • Understand that sexual intercourse can lead to conception and that is how babies are usually made (non- statutory- Jigsaw) • Understand that sometimes people need IVF to help them have a baby (non statutory- Jigsaw)
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Understand that a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally (statutory- health ed) • Identify what parts the body change during puberty (statutory- health ed)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Identify how online communities can be positive and negative – (Jigsaw) • Name the rights and responsibilities of an online community- (Jigsaw) • Name the rights and responsibilities of playing and online game- (Jigsaw) • Identify how much screen time is healthy – (Jigsaw) • Have an accurate picture of who they are (characteristics and personality) • Explain how to stay safe when using technology
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Identify ways to face new challenges positively and set goals- (Jigsaw) • Name the rights and responsibilities as a citizen of a country- (Jigsaw) • Name the rights and responsibilities as a citizen of the school – (Jigsaw) • Know the choices available and consequences- (Jigsaw) • Able to contribute to a group and how it functions best as a whole (Jigsaw) • Know what democracy is and how individual's voice is important – (Jigsaw) • Identify positive things about school setting • Identify hopes and fears • Empathise with others whose lives are different • Can see how actions have affected others • Identify how school community benefits from collective rules and agreements
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Name respectful online behaviour and consequences of disrespectful behaviour • Know the impact of online 'influencers', such vloggers on YouTube • Describe online communities and how they can influence own ideas • Understand what copyright means • Explain how to stay safe when using technology – Jigsaw

Year 6 Key Concepts, Knowledge, Vocabulary and skills – RHSE

Key Area / (concept)	Suggested Context	Key knowledge, vocabulary & skills
<p>Sex Education</p> <p>Understanding human development, puberty and reproduction</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p>	<p>• Understand human growth stages:</p> <p>Puberty: Glands and hormones (Endocrine System), growth spurt, hair growth, breasts, voice change</p> <p>The reproductive system: Females: ovaries, fallopian tubes, uterus, vagina, menstruation □ Males: testes, scrotum, penis, urethra, semen</p> <p>Sexual reproduction: intercourse, fertilisation, zygote, implantation of zygote in the uterus, pregnancy, embryo, foetus, newborn (statutory – sex ed)</p>
<p>Physical Health Education</p> <p>Understanding healthy lifestyle choices in order to prevent ill health. Includes: physical fitness, dental hygiene, nutrition, sun safety, sleep and cleanliness.</p>	<p>Science lesson (animals)</p> <p>PSHE lesson</p> <p>Food technology lesson (free training at https://foodafactoflife.org.uk/professional-development/ffl-training/)</p> <p>PE lessons</p>	<ul style="list-style-type: none"> • Say how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally (statutory – health ed) • Describe how a baby develops from conception through the nine months of pregnancy and how it is born (statutory – health ed) • Know how to make a clear and efficient call to emergency services (statutory – health ed) • Know of basic first aid (statutory – health ed)
<p>Relationship education – statutory</p> <p>Understanding that there are different types of relationships in different contexts. Knowing what a safe and respectful relationship looks like</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Identify ways take care of their mental health- (Jigsaw) • Know there are different stages of grief and there are different types of loss that cause people to grieve – (Jigsaw) • Recognise when people are trying to gain power or control – (Jigsaw) • Make a judgement about online content and whether it is safe and helpful- (Jigsaw) • Use technology positively and safely to communicate to friends and family – (Jigsaw)
<p>Mental well being</p> <p>Understanding emotions and feelings and ways to get support. Knowing that factors that influence these such as anxiety, grief and bullying.</p>	<p>PHSE lesson</p>	<ul style="list-style-type: none"> • Able to set goals – (Jigsaw) • Know how to express fears and worries about the future –(Jigsaw) • Name the universal rights for all children but know some are not met for some children- (Jigsaw) • State how actions affect others globally and locally – (Jigsaw) • Identify how choices link to rights and responsibilities, rewards and consequences – (Jigsaw) • Say how individuals influence groups- (Jigsaw) • Know what democracy is and how individual's voice is important – (Jigsaw) • Able to feel welcomed and valued and do this to others • Identify own wants and needs and how these compare to others in different communities • Identify that actions can affect self and others • Empathise with others • Contribute to a group
<p>Online safety</p> <p>Understand appropriate conduct online and how to develop an online reputation. Know how to keep safe and what to do with online bullying or unsafe contact.</p>	<p>PHSE lesson</p> <p>Computing lessons</p> <p>Assemblies</p>	<ul style="list-style-type: none"> • Identify benefits and issues with online gaming and chat sites • Know how to deal with difficult situations online • Say how social media shapes our views • Know how debt can be created by online use

Appendix 1: Rationale

High quality relationship, health and sex education is vital in the development of children at school but also beyond school. It ensures that children are able to develop the skills that are vital to being successful citizens in their communities and also to understand who they are as individuals. Underpinning the key concepts is the importance of wellbeing in affecting pupil's educational and personal achievements. It is a platform to ensure children thrive and flourish and build resilience.

This curriculum is coherent, which means it has been carefully considered and follows a deliberate order. It makes connections with other curriculum areas, which reflects the importance of RHSE being delivered in a holistic way in addition to discrete sessions. It is also supported by the academy's cultures, values and ethos.

The key concepts outlined will be revisited year on year to build on prior knowledge, recognising when children are emotionally ready to deepen their understanding.

Appendix 2: References

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