

	Relationships	Health and Wellbeing	Living in the Wider World
Essential skills developed across Key Stage	<i>Critical, constructive self-reflection, learning from experience (and making use of feedback, setting personal goals, making decisions, recognising unhelpful thinking, resilience, self-regulation, recognising and managing the need for peer approval, self-organisation, active listening, empathy, communication, team work, negotiation, utilising strategies to manage pressure and persuasion, formulating questions, planning and deciding, applying knowledge, drawing conclusions, identification, assessment and management of risk, evaluation social norms.</i>		
Early Years	<p>Listen attentively in a range of situations and respond with relevant comments, questions or actions</p> <p>Follow instructions and develop the skills to ask 'how' and 'why' questions</p> <p>Express themselves effectively and develop their own narratives and explanations</p> <p>Form positive relationships with adults and other children</p> <p>Talk about how they and others show feelings, talk about their own and other behaviour, and its consequences.</p> <p>To recognise similarities between themselves and others and treat others with sensitivity</p>	<p>Manage their own basic hygiene and personal needs including dressing and going to the toilet independently</p> <p>Talk about the importance for good health and exercise, and a healthy diet</p> <p>Discuss past and present events in their own lives</p>	<p>Play co-operatively, taking turns with others</p> <p>Build their confidence enabling them to speak in a familiar group about their ideas</p> <p>Work as part of a group or class, and understand and follow the rules</p> <p>Understand similarities and differences between themselves and others and among families and traditions</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes</p> <ul style="list-style-type: none"> that humans and animals can produce offspring and these grow into adults <p>Observe and talk about their environment.</p>
Year 1	<p>To communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>The difference between secrets and surprises</p> <p>To know what is fair and unfair, kind and unkind, right and wrong</p> <p>To share their opinions on things that matter to them</p>	<p>What makes a healthy lifestyle?</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>How to maintain personal hygiene.</p> <p>To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health.</p>	<p>How to contribute to the life of the classroom</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>That they belong to various groups and communities such as family and school</p> <p>The needs of living things and people</p>

	<p>To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>Understand the importance of feedback (and difference between negative and constructive)</p> <p>To identify their special people and how special people should care for one another What makes them feel comfortable and uncomfortable</p> <p>That people's bodies and feelings can be hurt</p> <p>Understanding being kind / unkind</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable</p> <p>To identify their special people</p> <p>That there are different types of teasing and bullying, that these are wrong and unacceptable</p>	<p>To understand different choices and to be aware of their own health.</p> <p>About good and not so good feelings, a vocabulary to describe their feelings to others.</p> <p>When / why do things change?</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Rules for keeping physically and emotionally safe (road safety, safety in the environment, online).</p> <p>To recognise they share a responsibility for keeping themselves safe.</p>	<p>To know their local, natural built environments, and how to respect them</p> <p>That they belong to various groups and communities such as family and school</p> <p>That animals including humans, move, feed, grow, use their senses and reproduce</p> <p>That humans and animals can produce offspring and these grow into adults</p>
<p>Year 2</p>	<p>To communicate their feelings to others, to recognise how others show feelings, how to respond and to recognise how their behaviour affects other people</p> <p>The importance of not keeping adults' secrets, only surprises</p> <p>Share their opinion on things that matter to them, explain their views through discussions with one other person and the whole class</p> <p>To offer constructive support and feedback to others</p> <p>To recognise similarities between themselves and others and treat others with sensitivity</p> <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable</p>	<p>What makes a healthy lifestyle including benefits of physical activity, rest, healthy eating and dental health</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. <p>How some diseases are spread and can be controlled and the responsibilities they have for their own health and the health of others.</p> <p>To recognise that choices they make have good and not so good consequences.</p> <p>To think about simple strategies for managing feelings.</p> <p>About change and loss and the associated feelings (including moving home, losing toys, pets or friends).</p>	<p>How to contribute to the life of the classroom</p> <p>To help construct, and agree to follow, group and class rules and to understand how these rules help them</p> <p>Their responsibilities to meet the needs of other people and living things (including being able to take turns, returning things that have been borrowed)</p> <p>What improves and harms their local, natural and built environments and how other people look after them</p> <p>To learn from their experiences, celebrate their strengths and set challenging goals.</p> <p>About the role of money plays in their lives including how to manage their money, keep is safe, choices about spending money and what influences those choices</p>

	<p>How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>About the process of growing from young to old, how people's needs change and new opportunities independence may bring.</p> <p>The differences between boys and girls.</p> <p>Rules for keeping physically and emotionally safe (road safety, safety in the environment, online), and the differences between secrets and surprises.</p> <p>To recognise they have a responsibility of keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask', 'I'll tell'.</p>	
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RSE Policy – Science National Curriculum KS1

KS1 Topic Breakdown	Termly Overview		Termly Overview		Termly Overview	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 1	Be Yourself (Relationships)	Team (Relationships)	It's My Body (Health and Wellbeing)	Safety First (Health and Wellbeing)	Money Matters (Living in the Wider World)	One World (Living in the Wider World)
Year 2	VIP's (Relationships)	Digital Wellbeing (Relationships)	Aiming High (Living in the Wider World)	Diverse Britain (Living in the Wider World)	Think Positive (Health and Wellbeing)	Growing Up (Health and Wellbeing)

For further information regarding specific skills coverage and individual lesson objectives please see the Year 1/ Year 2- PSHE Yearly Overview Documents.

Statutory RSE themes covered across KS1.

Families and people who care for me	Caring friendships	Respectful relationships	Online relationships	Being safe
<p>Pupils should know</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • 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. • 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 relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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>Pupils should know</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. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • 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 that resorting to violence is never right. • 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>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • 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.