

Rimrose Hope CE Primary School



RSE Long Term Overview

End of Key Stage 1 Expectations - Relationships Education

Families and people who care for me:

- To identify and recognise differences and similarities between people
- To identify special people (family, friends, carers), what makes them special and how special people should care for one and other
- To understand that they belong to a community such as family, school and church
- To know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention

Caring Friendships:

- To identify special people (family, friends, carers), what makes them special and how special people should care for one and other
- To recognise that their behavior can affect other people
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To understand that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

Respectful Relationships:

- To identify and recognise differences and similarities between people
- To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- To recognise different types of teasing and bullying, to understand that these are wrong and unacceptable
- To develop strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help

Online Relationships

- To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'

Being Safe

- To understand what is meant by 'privacy'; their right to keep things 'private; the importance of respecting others' 'privacy'
- To understand the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond
- To recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention

End of Key Stage 2 Expectations - Relationships Education

Families and people who care for me:

- To recognise different types of relationships, including those between acquaintances, friends, relatives and families
- To understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness etc
- To understand that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

Caring Friendships:

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To recognise who to trust and who not to trust

Respectful Relationships:

- To listen and respond respectfully to a range of people
- To feel confident to raise their own concerns
- To recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge others' point of view
- To understand personal boundaries
- To identify what they are willing to share with their most special people, friends, classmates and others
- To understand that we all have rights to privacy
- To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
- To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities
- To develop strategies for getting support for themselves or for others at risk

Online Relationships

- To recognise how images in the media (and online) do not always reflect reality
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).
- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- To critically examine what is presented to them in social media and why it is important to do so
- To understand how information contained in social media can misrepresent or mislead
- To recognise the importance of being careful what they forward to others
- To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- To identify people who are responsible for helping them stay healthy and safe
- To understand how they can help these people keep them healthy and safe

Being Safe

- To understand personal boundaries
- To identify what they are willing to share with their most special people, friends, classmates and others
- To understand that we all have rights to privacy
- To understand the concept of keeping something confidential or 'secret'
- To understand when they should or should not agree to do this and when it's right to 'break a confidence' or 'share a secret'
- To recognise when they need help and to develop the skills to ask for help
- To understand how they can take care of their body, understanding that they have the right to protect their body from inappropriate and

End of KS1 Expectations - Physical health and mental wellbeing

unwanted attention

- To identify people who are responsible for helping them stay healthy and safe
- To understand how they can help these people keep them healthy and safe

Mental Wellbeing

- To understand what constitutes, and how to maintain, a healthy lifestyle
- To understand the benefits of physical activity and rest
- To know what positively and negatively affects their physical, mental and emotional health
- To communicate their feelings to others
- To recognise how others show feelings and how to respond
- To understand about good and not so good feelings
- To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To develop strategies for managing their feelings
- To recognise different types of teasing and bullying
- To understand that these are wrong and unacceptable
- To identify people who will look after them, their family networks, who to go to if they are worried and how to attract their attention

Physical Health and Fitness

- To understand what constitutes, and how to maintain, a healthy lifestyle
- To understand the benefits of physical activity and rest

- To identify people who will look after them, their family networks, who to go to if they are worried and how to attract their attention

Healthy Eating

- To understand what constitutes, and how to maintain, a healthy lifestyle
- To understand the benefits of physical activity, rest, healthy eating and dental health

Drugs and Alcohol

- To understand that household products, including medicines, can be harmful if not used properly

Health and Prevention

- To understand what constitutes, and how to maintain, a healthy lifestyle
- To understand the benefits of physical activity, rest, healthy eating and dental health

Basic First Aid

- To know about the special people in their community and who are responsible for looking after them and protecting them
- To know how to contact those special people when they need help, including dialling 999 in an emergency

End of KS2 Expectations - Physical health and mental wellbeing

Mental Wellbeing

- To recognise what positively and negatively affects their physical, mental and emotional health
- To make informed choices (including recognising that choices can have a positive, neutral and negative consequences)
- To begin to understand the concept of a 'balanced lifestyle'
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- To deepen their understanding of good and not so good feelings
- To extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- To recognise the role of the voluntary, community and pressure groups, especially in relation to health and well being
- To realise the nature and consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities
- To know who is responsible for helping them stay healthy and safe and how they can help these people keep them healthy and safe
- To recognise when they need help and to develop the skills to ask for help

Internet Safety and Harms

- To recognise what positively and negatively affects their physical, mental and emotional health
- To understand how to use mobile phones responsibly and the importance of safe user habits (time limits, turning it off at night etc)
- To develop strategies for keeping safe online
- To understand the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others
- To recognise what constitutes a positive, healthy relationship
- To develop skills to form and maintain healthy relationships
- To understand that their actions affect themselves and others
- To understand why and how rules and laws that protect them are enforced
- To understand why different rules are needed in different situations
- To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

- To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources including the people they know and the media
- To critically examine what is presented to them in social media and why it is important to do so
- To understand how information contained in social media can misrepresent or mislead
- To understand the importance of being careful what they forward to others

Physical Health and Fitness

- To recognise what positively and negatively affects their physical, mental and emotional health
- To understand how to make informed choices
- To begin to understand the concept of a 'balanced lifestyle'
- To know how to take care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact
- To know who is responsible for helping them stay healthy and safe and how they can help these people keep them healthy and safe
- To recognise when they need help and to develop the skills to ask for help

Healthy Eating

- To plan and prepare a range of healthy meals
- To identify the characteristics of a poor diet and the risks associated with unhealthy eating

Drugs, alcohol and tobacco

- To know the facts about legal and illegal drugs and the associated risks
- To understand how commonly available substances and drugs (alcohol, tobacco and energy drinks) can damage their immediate and future health
- To recognise that some are restricted and some are illegal to own, use and give to others

Health and Prevention

- To understand the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- To understand about dental health and the benefits of good oral hygiene
- To understand the importance of personal hygiene
- To understand how germs; including bacteria and viruses can spread and how they affect our health
- To understand how diseases can be controlled and treated
- To understand the facts and science relating to allergies, immunisation and vaccination

Basic First Aid

- To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries

Changing Adolescent Body

- To understand the key facts about puberty and the changing adolescent body
- To understand about menstrual wellbeing including the key facts about the menstrual cycle

Long Term Overview

Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Creation	Friendship	Wisdom	Service	Justice	Endurance
EYFS	<p>My Family Who is my family?</p> <p>Texts The Great Big Book of Families The Family Book</p>	<p>How do I make friends and look after my friends?</p> <p>Text Blue Chameleon</p>	<p>What is my day like? How can I change my outdoor space?</p>	<p>Who keeps me safe? (People who help us)</p>	<p>How can I keep myself healthy?</p>	<p>How am I feeling?</p> <p>Text Red Rockets and Rainbow Jelly</p>
KS1	<p>How do we recognise our feelings?</p> <p>Feuerstein - Emotions</p>	<p>What makes a good friend?</p> <p>English - How far would you go for a friend?</p>	<p>What helps us to stay safe?</p> <p>E-Safety Week</p>	<p>How can we look after each other and the wider world?</p> <p>Geography - Oceans and Pollution</p>	<p>Who is special to us?</p> <p>RE - Baptism</p>	<p>What helps us stay healthy?</p> <p>Science - Animals including humans DT - Healthy Lunchboxes</p>
LKS2	<p>How do we treat each other with respect?</p> <p>Bill's New Frock Red: A crayon's story</p> <p>RE - Sacred Places</p>	<p>How can our choices make a difference to others?</p> <p>Greta and the Giants Little People Big Dreams - Greta</p>	<p>How can we manage risk in different places?</p> <p>Ice Race Snow Dogs</p> <p>Geography - Where would you</p>	<p>How can we manage our feelings?</p> <p>Me and my fear Little Louse and the red wall Worrysaurus</p>	<p>How will we change and grow?</p> <p>Varmints The Flower</p>	<p>Why should we keep active and well?</p> <p>PE Active Sefton Healthy Lifestyles Week</p>

		Thunberg Geography - Are we too small to make a difference?	choose to build a city?	RE - Exploring the sadness and joy at Easter		
UKS2	What changes as we become more independent? Science - Animals including humans	How do friendships change as we grow? RE - Marriage, celebrations and traditions	How can friends communicate safely? E-Safety Week	How can we keep healthy as we grow? DT - Healthy Lifestyles English - Way Back Home	What jobs would we like? Job Junction Career Carousel	What decisions can people make with money? Maths Money Sense HMRC Workshops
	Relationships		Mental Health and Wellbeing		Living in the Wider World	

Long Term Overview

	Cycle B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	My Family Who is my family? Texts The Great Big Book of Families The Family Book	How do I make friends and look after my friends? Text Blue Chameleon	How am I feeling? Text Red Rockets and Rainbow Jelly	Who keeps me safe? (People who help us)	How can I keep myself healthy?	What is my day like? How can I change my outdoor space?
KS1	What helps us grow and stay healthy? Science - Animals including humans (Drugs and Medicines)	Who helps keep us safe? History - Florence Nightingale	What is the same and what is different about us? English - It's ok to be different	What can we do with money?	What is bullying? English - Don't judge a book by its cover.	What jobs do people do? Mufti Day - Job Day
LKS2	Why should we eat well and look after our teeth? Science - Digestive system and teeth	How can we be a good friend?	What makes a community? Beegu	What strengths, skills and interest do we have? History - The Stone Age	What keeps us safe? Geography - What makes the earth angry?	What are families like? English - Lizzie and the birds.

UKS2	<p>How can we help in an accident or emergency?</p> <p>Science - Electricity Basic First Aid Training</p>	<p>What makes up our identity?</p> <p>English Y6 - Cicada Y5 - The Island and Eric</p>	<p>How can friends communicate safely?</p> <p>Safer Internet Week Text - Goldilocks - A hashtag cautionary tale</p>	<p>How can the media influence people?</p> <p>ICT - We are advertisers.</p>	<p>How can drugs common to everyday life affect health?</p> <p>Science - Animals including humans</p>
	Relationships		Mental Health and Wellbeing		Living in the Wider World