

Key Stage One and Two Overview for Relationships and Health Education



Objectives in red are already covered within our curriculum on Target Tracker. See relevant Science/PE/PSHCE/DT/RE or Computing planning for this.

<u>Curriculum strands</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<i>"Pupils should know:"</i>						
Families and people who care for me	<p><i>that families are important for children growing up because they can give love, security and stability.</i></p> <p><i>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.</i></p> <p><i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</i></p>	<p><i>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.</i></p> <p><i>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.</i></p>	<p><i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</i></p>			
Caring friendships	<p><i>how important friendships are in making us feel happy and secure, and how</i></p>	<p><i>that healthy friendships are positive and welcoming towards</i></p>	<p><i>the characteristics of friendships, including mutual respect, truthfulness,</i></p>	<p><i>that most friendships have ups and downs, and that these can often be worked</i></p>	<p><i>how to recognise who to trust and who not to trust, how to judge when a friendship is</i></p>	

	<i>people choose and make friends.</i>	<i>others, and do not make others feel lonely or excluded.</i>	<i>trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i>	<i>through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</i>	<i>making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</i>	
Respectful relationships	<i>the conventions of courtesy and manners.</i>	<i>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.</i>	<i>the importance of self-respect and how this links to their own happiness.</i>	<i>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.</i>	<i>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.</i> <i>the importance of permission-seeking and giving in relationships with friends, peers and adults</i>	<i>practical steps they can take in a range of different contexts to improve or support respectful relationships</i> <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</i>
Online relationships (All covered within E-Safety work in Computing)	<i>that people sometimes behave differently online, including by pretending to be someone they are not.</i> <i>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.</i> <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i> <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</i> <i>how information and data is shared and used online.</i>					
Being safe			<i>what sorts of boundaries are appropriate in friendships with peers</i>	<i>how to respond safely and appropriately to adults they may encounter (in all</i>	<i>that each person's body belongs to them, and the differences between</i>	<i>how to report concerns or abuse, and the vocabulary</i>

			<p>and others (including tin a digital context)</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. NSPCC link</p>	<p>contexts, including online) whom they do not know</p> <p>how to recognise and report feelings of being unsafe or feeling bad about any adult NSPCC link</p>	<p>appropriate and inappropriate or unsafe physical, and other, contact. NSPCC link</p> <p>how to ask for advice or help for themselves or others, and to keep trying until they are heard NSPCC link</p>	<p>and confidence needed to do so.</p> <p>where to get advice e.g. family, school and/or other sources.</p>
<p>Mental wellbeing</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (Covered by all, daily mile or other sporting activities?)</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 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>that mental wellbeing is a normal part of daily life, in the same way as physical health.</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>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p>	<p>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>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.</p>
<p>Internet safety and harms</p>	<p>where and how to report concerns and get support with issues online.</p>	<p>that for most people the internet is an integral part of life and has many benefits.</p>	<p>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices</p>	<p>how to consider the effect of their online actions on others and know how to recognise and display</p>	<p>why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>that the internet can also be a negative place where online abuse, trolling, bullying and</p>

			<i>and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</i>	<i>respectful behaviour online and the importance of keeping personal information private.</i> <i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</i>		<i>harassment can take place, which can have a negative impact on mental health.</i>
Physical health and fitness				<i>the characteristics and mental and physical benefits of an active lifestyle</i>	<i>how and when to seek support including which adults to speak to in school if they are worried about their health.</i> <i>the risks associated with an inactive lifestyle (including obesity).</i>	
Healthy eating			<i>what constitutes a healthy diet (including understanding calories and other nutritional content).</i>	<i>the principles of planning and preparing a range of healthy meals</i>		<i>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)</i> <i>Unhealthy eating = covered in Y3</i>

						<i>Tooth decay = covered in Y4 Impact of alcohol = covered in Y6</i>
Drugs alcohol and tobacco						<i>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</i>
Health and prevention	<i>about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</i> <i>about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage</i>		<i>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</i>	<i>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</i> <i>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</i>	<i>the facts and science relating to allergies, immunisation and vaccination</i>	
Basic first aid		<i>how to make a clear and efficient call to emergency services if necessary</i>	<i>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i>	<i>concepts of basic first-aid, for example dealing with common injuries, including head injuries.</i>		
Changing adolescent body					<i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</i>	<i>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</i> <i>about menstrual wellbeing including</i>

						<i>the key facts about the menstrual cycle.</i>
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