

Subject: Relationships and Health Education

Links to the Early Years Foundation Stage Curriculum

Development Matters states: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

At St. Joseph's, personal development plays a huge role in the day-to-day practice of our EYFS team. Children are supported to manage their emotions using Zones of Regulation. They develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Year group: 1

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will begin to learn about the five Fundamental British Values and will be taught RHE in conjunction with the DfE's 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will learn that we live in a democracy. Pupils will develop an understanding of the school's Mission and Vision statements and core principles.</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do! Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.</p> <p>In addition to this, they will further their understanding of equality and diversity through studying other faiths including Islam, Sikhism and Judaism.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Throughout this term, the Created to Love Others topic explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.</p> <p>Pupils will identify the 'special people' in their lives who they love and can trust. In further sessions, children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision: Understand the school's ethos and expectations for the year ahead.</p> <p>Created and Loved by God</p> <p>Physical health- Me, My Body, My Health: To learn that we are unique, with individual gifts, talents and skills. Our bodies are good; The names of the parts of our bodies; Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family. Our bodies are good and we need to look after them;</p>	<p>Created to Love Others</p> <p>Families and People Who Care for me-Personal Relationships: To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; The importance of nuclear and wider family; The importance of being close to and trusting special people and telling them if something is troubling them.</p> <p>Caring Friendships and How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</p>	<p>Created to Live in Community</p> <p>Families and People that Care for me: That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p>Created to Live in Community</p> <p>Families and People that Care for me: That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p>Created to Live in Community</p> <p>Families and People that Care for me: That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>	<p>Created to Live in Community</p> <p>Families and People that Care for me: That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc;</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p>

<p>What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating; The importance of sleep, rest and recreation for our health; How to maintain personal hygiene.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths’ Week) – November: To understand the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Cross-curricular link to science: To know our body parts.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i> To understand what rules are. To understand how we care for others.</p>	<p>The characteristics of positive and negative relationships; Different types of teasing and that all bullying is wrong and unacceptable.</p> <p>Respect Relationships: to recognise when they have been unkind and say sorry; To recognise when people are being unkind to them and others and how to respond; To know that when we are unkind to others, we hurt God also and should say sorry to him as well; To know that we should forgive like Jesus forgives.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i> To explore their own strengths and interests and learn about jobs in the community.</p>	<p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To learn about the importance of looking after the environment</p>
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Subject: Relationships and Health Education				Year group: 2	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview		Overview		Overview	
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE’s 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will recall and revise the purpose of democracy and the school’s Mission and Vision statements and core principles.</p> <p>Created and Loved by God explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>This term, the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 3: Emotional Well-Being Unit 4: Life Cycles <p>In addition to this, they will further their understanding of equality and diversity through studying other faiths including Islam, Sikhism and Judaism.</p> <p>During parliament week in November, pupils will explore the importance of parliament and their role within society. Pupils will develop oracy skills as they discuss key topics and present their ideas and opinions in a class debate.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>Throughout this term, the Created to Love Others topic explores the individual’s relationship with others. Building on the understanding that we have been created out of love and for love, this module teaches strategies for developing healthy relationships and keeping safe.</p> <p>Throughout this term, pupils will continue to explore the role of family and friends in making us feel happy and secure. They will explore the meaning of commitment and learn that this is important for us during difficult times. Additionally, pupils will discuss the importance of keeping and sharing secrets and the implications of this.</p> <p>This term the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 3: Keeping Safe <p>In addition to this, pupils will be educated about the benefits and difficulties of the internet and the ability for anybody to publicly publish information online. Furthermore, they will demonstrate an increasing understanding of the boundaries of consent.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>Created to Live in Community explores the individual’s relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>Pupils will learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.</p> <p>This term the children will cover the TEN:TEN topics:</p> <ul style="list-style-type: none"> Unit 1: Religious Understanding Unit 2: Living in the Wider World <p>Building on computing online safety lessons, pupils will continue to learn that online safety is an integral part of our society today. Through this unit of work, pupils will understand that they should stay safe online by choosing websites that are good for them to visit and avoid sites that are inappropriate.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	
Learning Breakdown		Learning Breakdown		Learning Breakdown	
Mission and Vision:		Created to Love Others: We are part of God’s family;		Created to Live in Community: That God is love: Father, Son and Holy Spirit;	

<p>To understand the school's ethos and establish expectations for the year ahead.</p> <p>Created and Loved by God: We are created individually by God; God wants us to talk to Him often through the day and treat Him as our best friend; God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness; We are created as a unity of body, mind and spirit: who we are matters and what we do matters; We can give thanks to God in different ways.</p> <p>Emotional Wellbeing: That it is natural for us to relate to and trust one another; That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc); A language to describe our feelings Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. Simple strategies for managing feelings and for good behaviour; That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do; That Jesus died on the cross so that we would be forgiven.</p> <p>Life Cycles: Children will know and appreciate that there are natural life stages from birth to death, and what these are.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November: To understand the difference between someone being unkind and bullying. To know that the rules and principles for keeping safe online. To know how to recognise risks, harmful content and contact, and how to report them.</p> <p>Democracy through Fundamental British Values: Parliament week – November – To understand what parliament is and what their role is within our society. <i>Exploring and investigating current affairs as and when they occur.</i></p>	<p>Saying sorry is important and can mend friendships; Jesus cared for others and had expectations of them and how they should act; We should love other people in the same way God loves us.</p> <p>Keeping Safe: To understand safe and unsafe situations, including online. The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. Medicines are drugs, but not all drugs are good for us. Alcohol and tobacco are harmful substances. Our bodies are created by God, so we should take care of them and be careful about what we consume. They should call 999 in an emergency and ask for ambulance, police and/or fire brigade If they require medical help but it is not an emergency, basic first aid should be used instead of calling 999. Some basic principles of First Aid</p> <p>Relationships – Online and Being Safe: (National Online Safety Day - February) Discover and explore the yearly National Online Safety Day theme. To recognise 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. To know how to recognise and report feelings of being unsafe.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i> To recognise and identify moral rights in society. To identify coping strategies to support mental health and well-being.</p>	<p>That being made in his image means being called to be loved and to love others. To know what a community is, and that God calls us to live in community with one another; A scripture illustrating the importance of living in community as a consequence of this; Jesus' teaching on who is my neighbour.</p> <p>Living in the Wider World: That they belong to various communities such as home, school, parish, the wider local community, nation and global community; That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; That we have a duty of care for others and for the world we live in (charity work, recycling etc.); About what harms and what improves the world in which we live.</p> <p>Relationships – Online and Being Safe: To identify ways to stay safe online. To know that people sometimes behave differently online, including by pretending to be someone they are not. To learn how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. To know that for most people the internet is an integral part of life and has many benefits. To know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i> To recognise diversity in the community.</p>
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Subject: Relationships and Health Education				Year group: 3	
Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE's 2020 policy. As a result of the RHE curriculum, pupils will recall and revise the purpose of democracy and the school's Mission and Vision statements and core principles.</p>	<p>Throughout this term, the focus shifts to allow pupils to recognise that democracy should be fair throughout all countries. Pupils will explore and begin to understand the importance of a democracy and compare countries that do not have free and fair elections.</p>	<p>Elections usually happen in and around May/June time and the school community room is often used a polling station. Consequently, pupils will explore the importance of elections and will participate in a mock election in school. Pupils will develop oracy skills as they discuss key topics and present their ideas and opinions in a class debate.</p>			

<p>In addition to this, they will develop a sense of respect for others and further their understanding of equality and diversity because of studying other faiths including Islam, Sikhism and Judaism.</p> <p>An important aspect of this term is to understand the importance of a healthy and balanced lifestyle. Pupils will identify ways in which they can stay fit and healthy and explore the risk associated with leading an unhealthy lifestyle.</p> <p>Pupils will explore current affairs throughout the term.</p>	<p>In addition to this, pupils will be educated about the benefits and difficulties of the internet, explore rules and guidelines and identify risks of social media. Furthermore, pupils will demonstrate an increasing understanding of the boundaries of consent and how to express their concerns when they are worried.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>Pupils will also learn about the importance of taking care of themselves both physically and mentally. Mental health is an imperative theme in the current climate and pupils will develop strategies to help support their mental wellbeing. Pupils will continue to develop an awareness on online bullying and identify ways of reporting this type of behaviour.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>
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Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision: To understand the school's ethos and expectations for the year ahead.</p> <p>Families and Friendships: To explore 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.</p> <p>To understand and use the conventions of courtesy and manners.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November: To explore 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>Physical Health and Mental Wellbeing: 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>Cross-curricular link to science: To explore the characteristics and mental and physical benefits of an active lifestyle.</p> <p>To understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>To explore the risks associated with an inactive lifestyle (including obesity).</p> <p>To understand how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand how to set personal goals.</p>	<p>Families and Friendships: 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>Relationships – Online and Being Safe: To explore the importance of self-respect and how this links to their own happiness the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To understand each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Physical Health and Mental Wellbeing: To recognise the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To understand why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Cross-curricular link to science: To understand what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>To explore the principles of planning and preparing a range of healthy meals.</p> <p>To recognise 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).</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To recognise that different jobs require different skills, and address job stereotypes.</p>	<p>Families and Friendships: To understand 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.</p> <p>Relationships – Online and Being Safe: To recognise what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>To understand 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.</p> <p>Physical Health and Mental Wellbeing: To explore that the internet can sometimes be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To recognise how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand the value of rules and laws.</p> <p>To explore rights, freedoms and responsibilities.</p>			

Subject: Relationships and Health Education		Year group: 4	
Autumn	Spring	Summer	

1		2		1		2	
Overview		Overview		Overview		Overview	
<p>Within the autumn term, pupils will be asked to recall their knowledge of the five Fundamental British values and will be taught RHE in conjunction with the DfE's 2020 policy.</p> <p>As a result of the RHE curriculum, pupils will recall and revise the school's Mission and Vision statements and core principles. Additionally, pupils will explore their online relationships and how people's conduct can influence how people perceive them in the real world. Furthermore, pupils will begin to understand that not everything they see online can be believed and that people may pretend to be someone they are not.</p> <p>In addition to this, pupils will explore different forms of wellbeing and self-care techniques to provide them with enough rest and help tackle a feeling of loneliness.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>This term, pupils will begin by focusing on healthy and positive relationships. It will help pupils to explore and consider relationships which make them feel unhappy and discuss how to seek help if they ever feel unsafe.</p> <p>As the term progresses, the focus will focus more to online topics. It will begin with pupils exploring how information and data is shared and how it can be used to give both positive and negative outcomes. Additionally, pupils will consider their online relationships and understand the potential dangers of forming friendships with people they have never met before.</p> <p>Finally, pupils will understand that the internet, despite its many negative and potential dangers, plays a large part in society and can have many benefits. In addition to this, pupils will understand the links between inactivity and potential health risks this may cause and will learn the important of an active lifestyle.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>		<p>Within the summer term, pupils will be identifying the different types of bullying and gaining an understand of how this can be tackled. Furthermore, pupils will explore the key characteristics of a good friendship.</p> <p>Later in the term, pupils will begin to recognise that some boundaries are important in a friendship and identify what these boundaries could be. Additionally, pupils will develop an understanding of what abuse may look like and how they can get support or make a report, if they do have concerns both in an online and offline setting.</p> <p>The term will finish with pupils studying the importance of dental health and the benefit of oral hygiene, which will be supported in their science topic, Animals including Humans.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>			
Learning Breakdown		Learning Breakdown		Learning Breakdown		Learning Breakdown	
<p>Mission and Vision: To understand the school's ethos and expectations for the year ahead.</p> <p>Families and Friendships: To recognise 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.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November: To understand that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>To recognise 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.</p> <p>Physical Health and Mental Wellbeing: To understand simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>To recognise that 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>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To understand what makes a community and understand that this stems from shared responsibilities.</p>		<p>Families and Friendships: 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>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Relationships – Online and Being Safe: To understand how information and data is shared and used online.</p> <p>To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Physical Health and Mental Wellbeing: To understand that, for most people, the internet is an integral part of life and has many benefits.</p> <p>To assess the risks associated with an inactive lifestyle (including obesity).</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To recognise some decisions which could be made about money.</p> <p>To understand how to use and keep money safe..</p>		<p>Families and Friendships: To recognise 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>To understand 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.</p> <p>Relationships – Online and Being Safe: To recognise what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To understand how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Physical Health and Mental Wellbeing: To identify where and how to report concerns and get support with issues online.</p> <p>To understand the importance of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>Democracy through Fundamental British Values: <i>Exploring and investigating current affairs as and when they occur.</i></p>			

Mission and Vision:

To understand the school's ethos and expectations for the year ahead.

Religious Understanding:

To know we were created individually by God who cares for us and wants us to put our faith in Him.

To understand that physically becoming an adult is a natural phase of life.

To identify the changes will happen during puberty and to know they are all part of God's great plan.

Me, My Body and My Health:

To explain how human beings are different to other animals.

To describe the unique growth and development of humans, and the changes that girls will experience during puberty.

To understand the need to respect their bodies as a gift from God to be looked after well, and treated appropriately.

To recognise the need for modesty and appropriate boundaries.

To understand that good choices have a positive impact on health: e.g. rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

Democracy through Fundamental British Values:

To revise the five Fundamental British Values and their purpose alongside the school's Mission and Vision statements.

To recall which political party is in power and who the Prime Minister is.

To recall the name of our local MP.

To recognise that Nelson Mandela changed South Africa for the better and that humans should live together in a united way, but historically, this hasn't happened.

Managing Finance:

To name the different ways in which purchases can be made.

To know that money can be borrowed, but there are risks associated with this.

To explain the difference between manageable and unmanageable debt.

To explain how and why money can be saved.

Religious Understanding:

To understand that physically becoming an adult is a natural phase of life.

Personal Relationships:

To understand that pressure comes in different forms, and what those different forms are;

To identify strategies that can be used to resist pressure.

To understand what consent and bodily autonomy means.

To discuss and reflect on different scenarios in which it is right to say 'no'.

To discuss how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions.

To apply this approach to personal friendships and relationships

Earnings and Deductions:

To understand that people should be paid fairly for the work they do.

To identify deductions on a pay slip and explain why these are made.

To know that saving for a pension allows people to pay for things when they retire from work.

Religious Understanding:

To identify the changes will happen during puberty and to know they are all part of God's great plan.

Living in the Wider World:

To learn and apply the principles of Catholic Social Teaching to current issues.

To find ways in which God's message and love can be spread in the community.

Transition:

To understand the changes that can occur throughout life.

To learn and share strategies that can be used to manage change.

To discuss and comment on the expectations of Year 6.

Subject: Relationships and Health Education**Year group: 6**

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
The Year 6 programme of study builds upon similar themes that were covered in Year 5 and earlier in KS2. Pupils are exposed to a range of topics, which cover various aspects of life: health and wellbeing, relationships, living in the wider world and British Values. The lessons follow the same pattern each term but also allow for incidental lessons according to world events and current affairs e.g., general elections etc.		Throughout this term, pupils will continue to develop their understanding of relationships and how they should be rooted in mutual respect. Pupils will cover statutory elements of the RHE curriculum, in terms of relationships and the changes that they will go through during adolescence and how a baby is conceived and born. As pupils develop independence in the wider world, they will engage in finding strategies to respond appropriately to change and danger. Pupils will		In their final term, pupils will start to recognise the importance of permission and data. They will develop their understanding of the discerning consumer and how information exposed to them has been carefully selected, based on information stored from search engines or communications. Pupils will work on Fundamental British values and focus on developing their understanding for: Rule of Law; individual liberty, mutual respect and	

<p>Within the autumn term, pupils will develop an understanding of what constitutes as a healthy and stable relationship. Pupils will be encouraged to reflect on their relationships and assess the value that they hold.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>access learning which encompasses the development of self-knowledge, self-esteem and self-confidence.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>	<p>tolerance. They will learn that they have a relationship and responsibility with others around the world. During this term, pupils will engage in discussions which highlight online safety and ensure that they understand their virtual footprint and the effects that this can have.</p> <p>Pupils will continue to explore current affairs throughout the term.</p>			
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Mission and Vision:</p> <p>To understand the school's ethos and expectations for the year ahead.</p> <p>Relationships – Online and Being Safe (Anti-Bullying Week/Other Faiths' Week) – November:</p> <p>To know that people sometimes behave differently online, including by pretending to be someone they are not. Other aspects of online safety and digital citizenship are embedding throughout subsequent units.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To learn that they are individuals made in the image and likeness of God, developing an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>To learn about the physical changes that boys and girls go through during puberty and how they should respect and take care of their bodies as gifts from God.</p> <p>To learn about pressures that they may experience from themselves, others and the media. Children will develop ideas on how to build resilience through thankfulness, use simplified CBT techniques to manage their thoughts, feelings and actions and cope with new or difficult feelings such as romance and rage. To discuss how they may be affected by what they see online, including pornography.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To learn about the UN Declaration of Human Rights, which are rights for all people, and to explore and discuss the Rights of the Child, with an emphasis on how we should treat others.</p> <p>To learn about democracy, linking to learning in about Ancient Greece, and to learn how our government and political system is organised.</p>	<p>Relationships – Online and Being Safe:</p> <p>To identify ways in how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To understanding that 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>To learn about God's design for creating new life through a more nuanced understanding of menstruation, fertility, conception, foetal development in the womb and childbirth. This links to prior learning in Year 5.</p> <p>To learn the purpose for sexual intercourse within the context of marriage, and to understand that in Christian teaching, this is God's plan for the place of sex within a relationship.</p> <p>Relationships – Online and Being Safe:</p> <p>To learn strategies for more complex experiences of relationships and conflict.</p> <p>To identify and understand how to respond to spoken and unspoken pressure, the concept of consent and how our thoughts and feelings have an impact on how we act.</p> <p>To learn how to make safe and sensible decisions about what online content they should and shouldn't share, cyberbullying and how to report and get help if they encounter inappropriate messages or material.</p> <p>To understand the four types of abuse: sexual, physical, emotional and neglect. To know how to spot each type of abuse and who they can go to for help.</p> <p>Cross-curricular link to science</p> <p>To show a common understanding of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>Democracy through Fundamental British Values:</p>	<p>Families and Friendships:</p> <p>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>To understanding the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>Relationships – Online and Being Safe:</p> <p>To ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>To have a clear understanding of where to get advice e.g., family, school and/or other sources.</p> <p>Physical Health and Mental Wellbeing:</p> <p>To identify that the internet can be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>To investigate how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>To be clear on where and how to report concerns and get support with issues online.</p> <p>Democracy through Fundamental British Values:</p> <p><i>Exploring and investigating current affairs as and when they occur.</i></p> <p>To learn that they have a relationship with the wider world and are called to love others in the wider community through service, through dialogue and through working for the Common Good. This unit links to Catholic Social Teaching and the RE topic 'Universal Church'.</p> <p>To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p>			

Exploring and investigating current affairs as and when they occur.

To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.

To understand how decisions regarding the distribution of resources are made and how these choices impact and affect groups of people. This unit links to Catholic social teaching and focuses on concepts such as Fair Trade.

To develop an initial understanding of the concepts of interest, loan, debt and tax and a person's contribution to society through VAT.

