



The Relationship, Sex & Health Education (RSHE) Curriculum at Neroche

Our RSHE Curriculum sets out to provide pupils with the invaluable knowledge that will help them to make informed decisions about their wellbeing and teach them the fundamental characteristics of healthy relationships.

Through the roots of our curriculum, personal empowerment and preparation for adult life, we provide children with the knowledge they need to show respect to all members of their diverse communities, whilst also developing a sense of self-esteem and self-worth: through this, children will be empowered to recognise a variety of issues, such as unhealthy relationships, online conduct or mental/physical health.

This knowledge will enable them to seek appropriate support and safeguard themselves from any difficulties they may face.

We aim to provide all our pupils with the initial building blocks necessary to embrace the challenges of a happy and successful adult life.



EYFS

At this stage of learning is not necessarily a linear process. Children's interests are at the heart of learning in the EYFS, so these are the possible themes through which learning will take place.

Possible key learning emphasis to facilitate progression (alongside children's interests)	All about me/starting school New beginnings Harvest Autumnal changes People who help us	Festivals and Celebrations Diwali Bonfire night Remembrance Winter Christmas	Toys New Year Valentine's Day Pancake Day Superheroes Teddies Vehicles	Fantasy and Adventure (Storytelling) Signs of Spring Mothering Sunday Easter Superheroes Traditional tales	Science and investigation Growing plants Animals Insects Dinosaurs Changes	Places Seaside Summer Transition to Yr1 Food around the world Our environment
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Personal, Social and Emotional Development

KNOWLEDGE 2 year old curriculum	<ul style="list-style-type: none"> - Begin to make sense of their own life-story
KNOWLEDGE 3 and 4 year old curriculum	<ul style="list-style-type: none"> - Develop their sense of responsibility and membership of a community. - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.
KNOWLEDGE Reception curriculum	<ul style="list-style-type: none"> - See themselves as a valuable individual. - Build constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Show resilience and perseverance in the face of challenge. - Identify and moderate their own feelings socially and emotionally. - Think about the perspectives of others. - Manage their own needs.
KNOWLEDGE Reception ELG	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.

Year 1

Unit of Learning	Keeping/Staying Safe: Road Safety	Keeping/Staying Healthy: Washing Hands	Relationships - Respectful and caring relationships: Friendship	Being Responsible: <u>Accident Prevention</u> <u>Water Spillage</u>	Feelings & Emotions: Jealousy	Our World Growing in our world
<u>KNOWLEDGE</u> Statutory coverage	<p><u>Mental wellbeing (H)</u> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p><u>Respectful relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p><u>Health and Prevention (H)</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</p> <p><u>Healthy Eating (H)</u> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals 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><u>Respectful Relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><u>Caring Friendships (R)</u> 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><u>Being safe (R)</u> 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.</p> <p><u>Respectful Relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p><u>Mental Wellbeing(R)</u> 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. -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><u>Families and people who care for me (R)</u> -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.</p>
Step/s towards achieving the unit Intent.	To recognise what risks there are when crossing the road.	To understand what germs are and why washing your hands	To understand how to be a good friend.	To understand what we are responsible for	To understand a range of emotions and how they make us feel physically and mentally	To understand how we care for others

		stops germs from spreading.				
Step/s towards achieving the unit Intent.	To understand and reinforce the message of Road Safety and what a pedestrian should look out for when walking.	To understand the importance of brushing your teeth.	To recognise what body language means and how you can tell how someone is feeling using this.	To be able to recognise how responsibilities will change as we grow	To be able to recognise and name emotions and their physical effects	To understand the needs of a baby
Step/s towards achieving the unit Intent.	To practice our knowledge of Road Safety when walking around our village.	To understand the importance of healthy eating.	To understand that bodies and feelings can be hurt by words and actions	To know how you can help people around you	To know the difference between pleasant and unpleasant emotions	To be able to recognise what you can do for yourself now you are older
Step/s towards achieving the unit Intent.	To understand who keeps me safe and the difference between 'safe strangers' and strangers.	To understand what a healthy choice is by preparing a healthy snack for snack time	To understand the Importance of telling someone if a family or loved one makes them feel unhappy	To understand the types of things you are responsible for	To learn a range of skills for coping with unpleasant/uncomfortable emotions	To be able to describe the common features of family life
Step/s towards achieving the unit Intent.	To understand what 'Stranger Danger' is and how to keep yourself safe	To understand the importance of having a good night sleep.	To understand what bullying is.	To know how and understand the importance of preventing accidents	To understand that feelings can be communicated with and without words	To be able to recognise the ways in which your family is special and unique
Step/s towards achieving the unit Intent.	To understand safety around the home.	To understand why it's important to be safe when taking medicines	To understand how to report bullying and telling a trusted adult.	To be able to recognise the differences between being responsible and being irresponsible		
Step/s towards achieving the unit Intent.	To recognise risk from everyday situations.	To understand what sun safety is and how we can protect ourselves from the sun.	To understand that people can say hurtful things online and ways to overcome this.			

Year 2

Unit of Learning	Keeping/Staying Safe: Tying Shoelaces and everyday hazards	Keeping/Staying Healthy: Healthy Eating, Brushing Teeth	Relationships - Respectful and caring relationships: Bullying, Body Language	Being Responsible: Practice Makes Perfect, Helping Someone in Need	Feelings & Emotions Worry, Anger	Our World: Living In Our World and Working In Our World
KNOWLEDGE Statutory coverage	<p><u>Being Safe (R)</u> 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.</p>	<p><u>Healthy Eating (H)</u> 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><u>Health and Prevention (H)</u> About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>	<p><u>Respectful relationships (R)</u> 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.</p> <p><u>Caring friendships (R)</u> 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>	<p><u>Physical health and fitness (H)</u> 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. The risks associated with an inactive lifestyle (including obesity)</p> <p><u>Being safe (R)</u> 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.</p>	<p><u>Caring friendships (R)</u> 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</p> <p><u>Mental wellbeing (H)</u> 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><u>Being Safe (R)</u> 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.</p> <p><u>Respectful Relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships</p>
Step/s towards achieving the unit Intent.	To know and understand the reasons why laces are tied	To know that food is needed for our bodies to be healthy and to grow	To be able to name a range of feelings	To understand the importance of trying hard and not giving up	To be able to recognise and name emotions and their physical effects	To be able to identify how and why we look after living things both inside and outside of the home

Step/s towards achieving the unit Intent.	To know how to tie up laces properly	To understand that some foods are better for good health than others	To understand why we should care about other people's feelings	To learn ways to set achievable goals and work to reach them	To know the difference between pleasant and unpleasant emotions	To recognise why it is important to keep our communities and countryside clean
Step/s towards achieving the unit Intent.	To recognise unsafe behaviour in everyday situations	To understand how to keep yourself and others healthy	To be able to see and understand bullying behaviours	To know how you can help other people	To learn a range of skills for coping with unpleasant/uncomfortable emotions	To understand different ways we can receive money
Step/s towards achieving the unit Intent.	To know the ways to keep safe in familiar and unfamiliar environments	To know the differences between healthy and unhealthy choices	To be able to recognise and name a range of feelings	To recognise kind and thoughtful behaviours and actions	To be able to recognise and name emotions and their physical effects	To know how to keep money safe
Step/s towards achieving the unit Intent.	To know what to do in an emergency (how to dial 999 and what to say)	To understand why we need to brush our teeth	To understand that feelings can be shown without words	To understand the risks of talking to people you don't know very well in the community	To know the difference between pleasant and unpleasant emotions	To be able to describe the skills you may need in a future job or career
Step/s towards achieving the unit Intent.		To be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy	To understand why it is important to care about other people's feelings	To be able to identify the differences between being responsible and being irresponsible		To be able to recognise the differences between wants and needs

Year 3

Unit of Learning	Keeping/Staying Safe: Staying Safe Leaning out of Windows	Keeping/Staying Healthy: Medicine	Relationships: Touch	Being Responsible: Stealing	Feelings & Emotions: Grief	Our World: Looking after our world.
<p>KNOWLEDGE</p> <p>Statutory coverage</p>	<p><u>Being Safe (R)</u> 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.</p> <p>Mental wellbeing - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p><u>Drugs, Alcohol and Tobacco (H)</u> The facts about legal and illegal harmful substances and associated risks</p>	<p><u>Being Safe (R)</u> 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.</p>	<p><u>Respectful Relationships (R)</u> 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</p>	<p><u>Mental Wellbeing (H)</u> 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 How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p><u>Respectful Relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p><u>Respectful Relationships (R)</u> 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</p>
Step/s towards achieving the unit Intent.	To be able to recognise risky situations	To understand simple safety rules about medicine	To understand the difference between appropriate and inappropriate touch	To understand the differences between borrowing and stealing	To describe the feeling of grief	To be able to explain the meaning of reduce, reuse, and recycle
Step/s towards	To be able to recognise a range of warning signs	To understand when it is safe to take medicine	To know why it is important to care about other people's feelings	To be able to describe how you might feel if	To be able to recognise and name different emotions	To recognise how we can help look after our planet

achieving the unit Intent.				something of yours is borrowed and not returned	and their physical effects	
Step/s towards achieving the unit Intent.	To be able to spot the dangers we may find at home	To know who we can accept medicine from	To understand personal boundaries	To know why it is wrong to steal	To know the difference between pleasant and unpleasant emotions	To know how energy is created and how we use it
Step/s towards achieving the unit Intent.	To be able to understand ways we can keep ourselves and others safe at home	To know that vaccinations are available to protect people from certain illnesses	To know who and how to ask for help	To be able to understand the differences between being responsible and irresponsible	To learn a range of skills for coping with unpleasant/uncomfortable emotions	To be able to identify how to reduce the amount of water and electricity we use
Step/s towards achieving the unit Intent.	To be able to identify trusted adults around you	To understand the differences between healthy and unhealthy choices	To be able to name human body parts (using the correct scientific names)	To know how to keep our belongings safe	To understand that feelings can be communicated with and without words	To understand how we can reduce our carbon footprint
Step/s towards achieving the unit Intent.	To know the importance of listening to our trusted adults					

Year 4

Unit of Learning	Keeping/Staying Safe : Cycle Safety	Keeping/Staying Healthy : Healthy Living	Growing & Changing :Appropriate Touch	Being Responsible: Coming Home on Time	Feelings & Emotions: Jealousy	The Working World: Chores at Home
	First Aid: Breathing Difficulties					A World Without Judgement Breaking Down Barriers
KNOWLEDGE	<p><u>Physical health and fitness (H)</u> The characteristics and mental and physical benefits of an active lifestyle. 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><u>Basic First Aid</u></p> <ul style="list-style-type: none"> - how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example dealing with common injuries, including head injuries.. 	<p><u>Healthy Eating (H)</u> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. 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><u>Families and people who care for me (R)</u> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R) 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> <p><u>Being Safe (R)</u> How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p><u>Respectful relationships (R)</u> Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p><u>Mental Wellbeing (H)</u> 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. How to recognise and talk about their emotions, including having a varied vocabulary</p>	<p><u>Respectful relationships (R)</u> 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.</p>
Step/s towards	To identify strategies we can use to keep	To explain what is meant by a balanced	To identify the different types of relationships we can have and describe how	To recognise the importance of behaving in a	To recognise our thoughts, feelings, and emotions.	To identify ways in which we can help

achieving the unit Intent.	ourselves and others safe	diet and plan a balanced meal	these can change as we grow	responsible manner in a range of situations		those who look after us
Step/s towards achieving the unit Intent.	To recognise the impact and possible consequences of an accident or incident	To recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	To explain how our families support us and how we can support our families	To describe a range of situations where being on time is important	To identify the differences between those that feel good and those that feel not so good.	To explain the positive impact of our actions
Step/s towards achieving the unit Intent.	To create a set of rules for and identify ways of keeping safe	To understand nutritional information on packaged food and explain what it means	To identify how relationships can be healthy or unhealthy	To explain the importance of having rules in the home	To describe how we can support others who feel lonely, jealous, or upset	To describe the ways in which we can contribute to our home, school, and community
Step/s towards achieving the unit Intent.	To identify the signs of an asthma attack or choking	To describe different ways to maintain a healthy lifestyle	To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable	To describe ways that behaviour can be seen to be sensible and responsible	To recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people	To identify the skills we may need in our future job roles
Step/s towards achieving the unit Intent.	identify the signs of an allergic reaction and anaphylactic shock			To know how friendships may change over time	To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy	explain why being different is okay
Step/s towards	To know how to provide first aid treatment to			To discuss the positives of		recognise your own strengths and goals, and understand that

<p>achieving the unit Intent.</p>	<p>someone who is struggling to breathe</p>			<p>different types of friends</p>		<p>these may be different from those around you</p>
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Year 5

Year 5						
Unit of Learning	Keeping/Staying Safe : Pressure Adult's Views Children's Views	Keeping/Staying Healthy : Smoking Adult's Views Children's Views	Growing & Changing : Puberty Adult's Views Children's Views	Being Responsible: Looking out for Others Adult's Views Children's Views	Feelings & Emotions : Anger Adult's & Children's Views	The Working World: Enterprise Adult's & Children's Views
	First Aid: Basic life support techniques					A World Without Judgement : Inclusion & Acceptance Adult's & Children's Views
<u>KNOWLEDGE</u>	<u>Caring friendships (R)</u> 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.	<u>Drugs, Alcohol and Tobacco (H)</u> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	<u>Changing Adolescent Body (H)</u> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.	<u>Being Safe (R)</u> 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.	<u>Caring friendships (R)</u> 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.	<u>Families and people who care for me (R)</u> -the characteristics of healthy family life <u>Respectful relationships (R)</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive.
Step/s towards achieving the unit Intent.	To explain what peer pressure may look like	To know the risks associated with smoking (physical, social, and legal) and name the addictive	To explain what puberty means	To recognise why we should take action when someone is being unkind	To recognise that everyone experiences emotions and that these can have physical effects on our	To understand and explain why people might want to save money

		ingredient found in cigarettes, e-cigs, etc.			body, both pleasant and unpleasant	
Step/s towards achieving the unit Intent.	To recognise ways to manage peer pressure	To describe how smoking can affect your immediate and future health and wellbeing	To describe the changes that boys and girls may go through during puberty	To describe caring and considerate behaviour, including the importance of looking out for others	To explain how feelings can be communicated with or without words	To identify ways in which you can help out at home
Step/s towards achieving the unit Intent.	To know what a positive friendship looks like	To give reasons why someone might start and continue to smoke	To identify why our bodies go through puberty	To demonstrate why it is important to behave in an appropriate and responsible way	To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people	To budget for items you would like to buy
Step/s towards achieving the unit Intent.	To explain the potential outcomes that may happen when we take risks around others.	To identify and use skills and strategies to resist any pressure to smoke	To develop coping strategies to help with the different stages of puberty	To identify how making some choices can impact others' lives in a negative way	To demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger	To recognise ways to make money and the early stages of enterprise
Step/s towards achieving the unit Intent.	To know how to complete a primary survey for first aid		To identify who and what can help us during puberty			To identify some of the ways in which we are different and unique
Step/s towards achieving the unit Intent.	To know when to deliver CPR and to call for emergency help					To explain some of the elements which help us to have a diverse community
Step/s towards achieving the unit Intent.						To describe strategies to overcome barriers and promote diversity and inclusion

Year 6

Unit of Learning	Keeping/Staying Safe: Water Safety	Keeping/Staying Healthy : Alcohol	Growing & Changing: Conception	Being Responsible: Stealing	Feelings & Emotions : Worry	The Working World: In-App Purchases
	First Aid: Dealing with Injuries					A World Without Judgement : British Values
KNOWLEDGE	<p style="text-align: center;"><u>Basic First Aid</u></p> <ul style="list-style-type: none"> - how to make a clear and efficient call to emergency services if necessary. - concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p style="text-align: center;"><u>Drugs, Alcohol and Tobacco (H):</u> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p style="text-align: center;"><u>Sex Education (detail not from stat doc.)</u></p> <p>about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>about how hygiene routines change during the time of puberty,</p> <p>about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p>	<p style="text-align: center;"><u>Caring friendships(R)</u></p> <p>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>	<p style="text-align: center;"><u>Mental wellbeing (H)</u></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. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p style="text-align: center;"><u>Internet Safety and Harms (H)</u></p> <p>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><u>Families and people who care for me (R):</u> 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</p>

						different types, are at the heart of happy families, and are important for children's security as they grow up.
Step/s towards achieving the unit Intent.	To identify a range of danger signs linked to water safety	To identify the risks associated with alcohol (+ other drugs)	To explain the terms 'conception' and 'reproduction'	To explain what consent means	To recognise our thoughts, feelings, and emotions	To know and understand various money-related terms
Step/s towards achieving the unit Intent.	To develop and name strategies that can help keep ourselves and others safe around water	To describe how alcohol can affect your immediate and future health	To describe the function of the female and male reproductive systems	To recognise the importance of being honest and not stealing	To identify how we can reduce our feeling of worry	To recognise some of the ways in which we can spend money via technology
Step/s towards achieving the unit Intent.	To understand how to support someone with a minor or serious head injury	To develop and recognise skills and strategies to keep safe	To identify the various ways adults can have a child	To explain why it is important to have a trusting relationship between friends and family	To explain how we can support others who feel worried	To describe the potential impact of spending money without permission
Step/s towards achieving the unit Intent.	To understand how to support someone with a severe bleed		To explain various different stages of pregnancy	To identify how making some choices can impact others' lives in a negative way	To recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people	To identify strategies to save money
Step/s towards achieving the unit Intent.	To understand how to support someone with a minor burn or scald		To identify the laws around consent			To understand that there are a wide range of religions and beliefs in the UK
Step/s towards achieving the unit Intent.	understand how to support someone with a fractured bone					To explain each of the British values
Step/s towards achieving the unit Intent.						To explain how all religions can live in cohesion