







**Autumn Term**  
**Relationships**  
**KS1**

<b>Our Values:</b> 	<b><u>C</u>ourage</b> 	<b><u>L</u>earning</b> 	<b><u>I</u>ncluding</b> 	<b><u>M</u>indful</b> 	<b><u>B</u>uilding</b> 
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**Key Messages**

All RSE lessons will be carried out with respect and sensitivity.

Planning will reinforce our School Values.

Children will be regularly reminded of the 'Can I have a word please' strategy used in school when they need to discuss a matter urgently.

Where necessary or deemed significant, some units will be revisited and revised.

Topic units are progressive but not exhaustive. Additional learning will be added to the medium term planning as required by each individual year group depending on the needs of the children.

Each topic may take longer than a single session to deliver and explore thoroughly.







Additional messages will be delivered through assemblies.

	<b><u>Topic 1: Families and people who care for me</u></b>	<b><u>Topic 2: Caring friendships</u></b>	<b><u>Topic 3: Respectful Relationships</u></b>	<b><u>Topic 4: Online relationships</u></b>	<b><u>Topic 5: Being Safe</u></b>	<b><u>Additional Units Anti-bullying</u></b>	<b><u>Additional units on Stereotypes and family groups supported by Stonewall</u></b>
<b>Year 1</b>	R9 To be able to identify their special people (family, friends, carers), what makes them special and how special people	KS1 R4: To be able to recognise what is fair and unfair, kind and unkind, what is right and wrong	KS1 L3: To know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others'	KS1 H12: To understand the rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety	KS1 H16: To know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	KS1 R13: To be able to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable	Similarities/differences. We are all unique & special

	should care for one another		<p>bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</p> <p>To know 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>KS1 H15: To be able 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'</p> <p>To know 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</p>	<p>KS1 R14: To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	
<b>Year 2</b>	<p>R8 To be able to identify and respect the differences and similarities between people</p>	<p>KS1 R2: To be able to recognise that their behaviour can affect other people</p> <p>KS1 R11: To know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	<p>KS1 R8: To be able to identify and respect the differences and similarities between people</p> <p>To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or</p>	<p>KS1 H15: To be able 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'</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content</p>	<p>KS1 R3: To know 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</p> <p>To be able to judge what kind of physical contact is acceptable,</p>	<p>KS1 R13: To be able to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>KS1 R14: To know strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p>	<p>Explore different types of love, friendship, family etc. &amp; how we can care for important people in our lives.</p>

			make different choices or have different preferences or beliefs	and contact, and how to report them	comfortable, unacceptable and uncomfortable and how to respond  To know 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		
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**Autumn Term**  
**Relationships**  
**KS2**

<b>Our Values:</b> 	<b>Courage</b> 	<b>Learning</b> 	<b>Including</b> 	<b>Mindful</b> 	<b>Building</b> 
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	<b><u>Topic 1: Families and people who care for me</u></b>	<b><u>Topic 2: Caring friendships</u></b>	<b><u>Topic 3: Respectful Relationships</u></b>	<b><u>Topic 4: Online relationships</u></b>	<b><u>Topic 5: Being Safe</u></b>	<b><u>Additional Units this Term include: Anti-bullying</u></b>	<b><u>Additional units on Stereotypes and family groups supported by Stonewall</u></b>
<b>Year 3</b>	To know that others’ families, either in school or in the wider world, sometimes look different from their family, but that they	To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness,	KS2 R16: To be able to recognise and challenge stereotypes  To know what a stereotype is, and	KS2 R2: To be able to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain	KS2 R9: To understand the concept of ‘keeping something confidential or secret’, when they should or should not	KS2 R14: To be able to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours	Challenging gender stereotypes. Promoting positive expectations, aspirations, & identities regardless of gender

	<p>should respect those differences and know that other children's families are also characterised by love and care</p>	<p>loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p>	<p>how stereotypes can be unfair, negative or destructive</p>	<p>positive and healthy relationships</p> <p>KS2 H22: To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>KS2 H23: To know about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe</p>	<p>agree to this and when it is right to 'break a confidence' or 'share a secret'</p> <p>To know 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</p>	<p>(including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>KS2 R18: To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>KS2 L6: To be able 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</p>	
<b>Year 4</b>	<p>KS2 R4: To be able to recognise different types of relationships, including those between</p>	<p>To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is</p>	<p>KS2 R10: To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own</p>	<p>KS2 R14: To be able to realise the nature and consequences of discrimination, teasing, bullying</p>	<p>KS2 H23: To know about people who are responsible for helping them stay healthy and safe; how they can help</p>	<p>KS2 R14: To be able to realise the nature and consequences of discrimination, teasing, bullying and aggressive</p>	<p>Challenging gender stereotypes. Promoting positive expectations, aspirations, &amp;</p>

	<p>acquaintances, friends, relatives and families</p>	<p>repaired or even strengthened, and that resorting to violence is never right</p>	<p>concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</p> <p>To understand practical steps they can take in a range of different contexts to improve or support respectful relationships</p>	<p>and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>To know 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>KS2 H22: To understand strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>these people to keep them healthy and safe</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>To know where to get advice from e.g. family, school and/or other sources</p>	<p>behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <p>KS2 R18: To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>KS2 L6: To be able 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</p>	<p>identities regardless of gender</p>
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				KS2 H23: To know about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe			
<b>Year 5</b>	KS2 R5: To understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment	KS2 R12: To be able to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise	KS2 R21: To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy  To know the importance of permission-seeking and giving in relationships with friends, peers and adults	KS2 H13: 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  KS2 H22: To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others	KS2 H25: To know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable  To know how to recognise and report feelings of being unsafe or feeling bad about any adult  KS2 H23: To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	KS2 R14: To be able 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)  KS2 R18: To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)  KS2 L6: To be able to realise the	Challenging gender stereotypes. Promoting positive expectations, aspirations, & identities regardless of gender

				KS2 H23: To know about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe		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	
<b>Year 6</b>	KS2 R3: To be able to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support	To know 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	To understand the importance of self-respect and how this links to their own happiness	KS2 L18: To be able to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others  KS2 H22: To know strategies for keeping safe online; the importance of protecting personal information,	KS2 H20: To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact  KS2 H23: To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	KS2 R14: To be able 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)  KS2 R18: To be able to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	Challenging gender stereotypes. Promoting positive expectations, aspirations, & identities regardless of gender



				<p>including passwords, addresses and the distribution of images of themselves and others</p> <p>KS2 H23: To know about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe</p>		<p>KS2 L6: To be able 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</p>	
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**Spring Term**  
**Physical Health and Mental Wellbeing**  
**KS1**

<b>Our Values:</b> 	<b>C</b> <u>ourage</u> 	<b>L</b> <u>earning</u> 	<b>I</b> <u>ncluding</u> 	<b>M</b> <u>indful</u> 	<b>B</b> <u>uilding</u> 
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	<b><u>Topic 1: Mental wellbeing</u></b>	<b><u>Topic 1: Mental wellbeing (continued)</u></b>	<b><u>Topic 2: Internet Safety and Harms</u></b>	<b><u>Topic 3: Physical health and fitness</u></b>	<b><u>Topic 4: Healthy Eating</u></b>	<b><u>Topic 5: Drugs, alcohol and tobacco</u></b>	<b><u>Topic 6: Health and Prevention</u></b>
<b>Year 1</b>	KS1 H1: To know what constitutes, and how to maintain, a healthy lifestyle	To know how to seek adult support when feeling lonely or isolated.	To understand that for most people the internet is an integral part of life and has many benefits	KS1 H2: To be able to make real, informed choices that improve their physical and emotional health,	KS1 H1: To understand how healthy eating contributes to a healthy lifestyle	KS1 H11: To know that household products, including medicines, can be harmful if not used properly	KS1 H6: To understand the importance of, and how to, maintain personal hygiene

	<p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health</p> <p>KS1 H4: To know about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</p> <p>To understand 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>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>to recognise that choices can have good and not so good consequences</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 know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>
<b>Year 2</b>	<p>KS1 R1: To be able to communicate their feelings to others, to recognise how others show feelings and how to respond</p>	<p>KS1 H1: KS1: H1: To what constitutes, and how to maintain, a healthy lifestyle including the benefits of</p>	<p>To understand that for most people the internet is an integral part of life and has many benefits</p>	<p>KS1 H2: To be able to make real, informed choices that improve their physical and emotional health, to recognise that</p>	<p>To understand what constitutes a healthy diet (including understanding calories, and other nutritional content)</p>	<p>KS1 H11: To know that household products, including medicines, can be harmful if not used properly</p>	<p>KS1 H7: To know how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of</p>

	<p>To know 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>physical activity, rest</p> <p>To understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>To know 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 know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p>	<p>choices can have good and not so good consequences</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>others; to develop simple skills to help prevent diseases spreading</p> <p>To know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>
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**Spring Term**  
**Physical Health and Mental Wellbeing**  
**KS2**

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<b>Year 3</b>	KS2 H1: To know what positively and negatively affects	KS2 H1: To know what positively and negatively affects	KS2 H22: To know strategies for keeping safe online;	KS2 H23 To understand about people who are	KS2 H3: To be able to recognise opportunities and	KS2 H17: To understand which, why and how,	KS1 H7: To know how some diseases are spread and can

	<p>their physical, mental and emotional health</p> <p>To understand that mental wellbeing is a normal part of daily life, in the same way as physical health</p>	<p>their physical, mental and emotional health</p>	<p>the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p> <p>To know 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>responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p>	<p>develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To know the principles of planning and preparing a range of healthy meals.</p>	<p>commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>To understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</p>
<b>Year 4</b>	<p>KS2 H2: To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>KS2 H23: To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</p> <p>To know where and how to seek support (including recognising the triggers for seeking</p>	<p>KS2 H24: To understand the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <p>To know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the</p>	<p>KS2 H2: To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>	<p>KS2 H3: To be able to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet</p> <p>To know the characteristics of a</p>	<p>KS2 H17: To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to</p>	<p>To know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</p>







	To know that mental wellbeing is a normal part of daily life, in the same way as physical health	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)	impact of positive and negative content online on their own and others' mental and physical wellbeing	To understand the risks associated with an inactive lifestyle (including obesity)	poor diet and risks associated with unhealthy eating (including, for example, obesity and <b>tooth decay</b> ) and other behaviours (e.g. the impact of alcohol on diet or health)	own, use and give to others  To understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking	
<b>Year 5</b>	KS2 H7: To be able to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these  To know how to judge whether what they are feeling and how they are	KS2 L10: To be able to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing  To know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	KS2 H13: To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media	KS2 H1: To know what positively and negatively affects their physical, mental and emotional health	To know 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)	<b>KS2 H17: To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco</b> and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others  To understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking	To know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

<p><b>Year 6</b></p>	<p>KS2 H6: To be able 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</p>	<p>KS2 L6: To be able to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</p> <p>To understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>KS2 R18: To know how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</p> <p>KS2 R7: To know that their actions affect themselves and others</p> <p>To know 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>KS2 H20: To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</p> <p>To know how and when to seek support including which adults to speak to in school if they are worried about their health</p>	<p>KS2 H17: To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>KS2 H17: To understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p>To understand the facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</p>	<p>The facts and science relating to allergies, immunisation and vaccination</p>
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Sir Edmund Hillary Primary School RSE Whole School Long Term Overview

Spring Term  
Physical Health and Mental Wellbeing  
KS1

<b>Our Values:</b> 	<b><u>C</u>ourage</b> 	<b><u>L</u>earning</b> 	<b><u>I</u>ncluding</b> 	<b><u>M</u>indful</b> 	<b><u>B</u>uilding</b> 
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	<b><u>Topic 7: Basic first aid</u></b>	<b><u>Topic 8: Changing adolescent body</u></b>	<b><u>NSPCC Underwear Rule</u></b>				
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<b>Year 1</b>	KS1 L10: To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency  To know how to make a clear and efficient call to emergency services if necessary	N/A for KS1					
<b>Year 2</b>	KS1 L10: To know about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency	N/A for KS1					

	To know how to make a clear and efficient call to emergency services if necessary						
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**Spring Term**  
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**KS2**

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 Additional messages will be delivered through assemblies.

	<b><u>Topic 7: Basic first aid</u></b>	<b><u>Topic 8: Changing adolescent body</u></b>	<b><u>NSPCC Underwear Rule</u></b>				
<b>Year 3</b>	KS2 H15: To know the school rules about health and safety, basic emergency aid						

	<p>procedures, where and how to get help</p> <p>To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>						
<b>Year 4</b>	<p>KS2 H15: To know the school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries</p>						
<b>Year 5</b>	<p>KS2 H15: To know the school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To understand the concepts of basic first-aid, for example dealing</p>	<p>KS2 H18: To know how their body will, and their emotions may, change as they approach and move through puberty</p> <p>To understand key facts about puberty and the changing adolescent body, particularly from</p>					

	with common injuries, including head injuries	age 9 through to age 11, including physical and emotional changes To know about menstrual wellbeing including the key facts about the menstrual cycle					
<b>Year 6</b>	KS2 H15: To understand the school rules about health and safety, basic emergency aid procedures, where and how to get help  To understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries	KS2 H19: To understand about human reproduction  Sex Education					