



Newark Orchard School
RSHE Curriculum - Physical Health and Well-being

Mental Well-being

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Find a symbols or photo to match a given emotion, e.g. happy face, sad face, angry face. Identify at least one thing that make me happy. Identify at least one thing that make me sad. Identify at least one thing that make me scared. Identify at least one thing that make me angry. 	<ul style="list-style-type: none"> Match emotion symbols to pictures of emotion faces (anger, surprise, anxious) Identify at least one time I have felt surprised. Identify at least one thing that makes me anxious Describe how my face changes when I am angry Describe how my face changes when I am surprised Describe how my body feels when I am anxious 	<ul style="list-style-type: none"> Recognise a range of more complex emotions, e.g. frustration, confusion, love, remorse (link to school values) Identify which are positive emotions and how they might make you feel Identify which are negative emotions and how they might make you feel Identify these emotions in given scenarios Identify these emotions in our own experience 	<ul style="list-style-type: none"> Identify when others are feeling different emotions (in real life or through role play) 	<ul style="list-style-type: none"> Identify words/phrases and actions that can have a positive impact on our own/others mental health Identify words/phrases and actions that can have a negative impact on our own/others mental health
	<ul style="list-style-type: none"> Identify things/people/places that make me feel happy, happier, happiest Identify things/people/places that make me feel sad, sadder, sadist Identify things/people/places that make me feel angry, angrier, angriest 	<ul style="list-style-type: none"> Identify that different situations can evoke different emotions (explore a range of scenarios) Identify when I am feeling happy, I may respond to a situation positively Identify when I am feeling negative emotions, e.g. sad, scared, frustrated, angry I may respond negatively to a situation Identify socially acceptable ways to respond to situations (based on given scenarios) 	<ul style="list-style-type: none"> Identify situations that can impact on my mood/mental health Identify situations that can impact on others mood/mental health Recognise that my happiness can be impacted by my relationships with others, e.g. kindness, helpfulness 	<ul style="list-style-type: none"> Identify how different people in my life impact on my happiness Identify how strangers can impact on my happiness, including random acts of kindness Identify ways I can impact on the happiness of people in my life
<ul style="list-style-type: none"> Identify a group physical activity you enjoy taking part in. Identify an individual physical activity you enjoy taking part in. 	<ul style="list-style-type: none"> Name at least 1 way exercise improves my mental health 	<ul style="list-style-type: none"> Take part in a voluntary activity that benefits the community, Identify how taking part in a voluntary activity may me feel (physical and mental well-being) Identify how taking part in a voluntary activity may impact on others mental well-being and happiness discuss how it impacts on your own and others mental well-being and happiness 	<ul style="list-style-type: none"> Identify practical ways to improve a low mood Identify ways to maintain positive mental health through a healthy lifestyle 	<ul style="list-style-type: none"> Identify how physical exercise improves your mental health, e.g. endorphin release Identify how being outside can improve your mental health
<ul style="list-style-type: none"> 'Talk' about your interests and hobbies 	<ul style="list-style-type: none"> Name at least 1 thing I do that I enjoy Name at least 1 thing do to rest/relax Teach my friends something I am good at 	<ul style="list-style-type: none"> Name 2 hobbies and interests I have Understand the term 'self-care'. Identify how much time a week I give to self-care (create a weekly timetable) 		

**'Individual Growth,
Individual People'**



		<ul style="list-style-type: none"> Identify a new hobby or interest I could try 		
<ul style="list-style-type: none"> Recognise when someone is lonely (in real life or through stories and role play) Include a friend in our game or activity, with adult promoting 	<ul style="list-style-type: none"> Recognise some of the signs for when someone feels lonely Recognise how someone might feel when they are lonely Identify a time when I have felt lonely 	<ul style="list-style-type: none"> Identify what behaviours in others could cause someone to be lonely (in real life or through stories and role play) Identify the impact of loneliness on someone's mental health Understand the impact of isolation and loneliness on our mental well-being. Identify positive ways to prevent this from happening, e.g. talking to adults, seeking support from your friends, peer mentors 	<ul style="list-style-type: none"> Understand the term 'isolation' Identify positive ways to prevent loneliness and isolation 	<ul style="list-style-type: none"> Identify groups of people in society that are isolated Identify practical ways to prevent isolation on a community level
<ul style="list-style-type: none"> Identify kind behaviours in others (in real life or through stories and role play) Identify unkind behaviours in others (in real life or through stories and role play) Identify an example of my own kind behaviour Identify an example of my own unkind behaviour 	<ul style="list-style-type: none"> Identify what physical bullying looks like (in real life or through stories and role play) Identify what verbal bullying looks like (in real life or through stories and role play) Identify what cyber bullying looks like (in real life or through stories and role play) Identify neglect looks like (in real life or through stories and role play) Identify simple emotions for the victim of bullying 	<ul style="list-style-type: none"> Identify the difference between a fall out and bullying Name examples of physical, verbal, cyber bullying and neglect Identify sexual bullying looks like (in real life or through stories and role play) Understand that bullying involves an imbalance of power between the bully and the victim 	<ul style="list-style-type: none"> Identify the different roles people can play in a bullying situation, e.g. bully, victim, bystander, etc 	<ul style="list-style-type: none"> Identify the long-term impact on mental health of bullying on the victim and the bully
<ul style="list-style-type: none"> Identify an adult in school we can go to if we are upset Identify someone at home we can go to if we are upset Identify a friend in school we can go to if we are upset 	<ul style="list-style-type: none"> Identify a time in school where we needed help from an adult or a friend Identify a time out of school where we needed help from an adult or a friend 	<ul style="list-style-type: none"> Identify someone you can talk to in school or at home if you are concerned about yourself or someone else Identify a reliable external source of support for advice (e.g. ChildLine) 		
<ul style="list-style-type: none"> 'Talk' about negative feelings not being permanent, e.g. anger, sad, etc through stories 	<ul style="list-style-type: none"> Identify times/experiences that make us feel 'down'. Identify something I have done for myself or someone else has done for me that makes me feel better, e.g. talking, seeking support, distraction, a hug, etc. 	<ul style="list-style-type: none"> Understand the terms 'anxiety' and 'depression' as mental health conditions Understand that anxiety and depression are mental health illnesses that may need strategies or medication to be managed 	<ul style="list-style-type: none"> Name common mental health illnesses, e.g. anxiety, depression, stress Identify the main symptoms of common mental health illnesses Identify who to speak to if you or someone else is struggling with their mental health 	<ul style="list-style-type: none"> Identify the early signs of mental illness Understand that manageable stress is an important part of life Identify the possible treatments for stress, anxiety and depression



Internet Safety and harms

Stage 1 (Engagement)	Stage 2 (Primary)	Stage 3 (KS3)	Stage 4	Stage 5
<ul style="list-style-type: none"> Name different ways we use the internet at home e.g. apps, games, watching YouTube/streaming, listening to music Name different ways we use the internet in school, e.g. apps, games, watching YouTube/streaming, listening to music 	<ul style="list-style-type: none"> Name at least 3 ways the internet help us with our daily lives 	<ul style="list-style-type: none"> Name 5 ways the internet helps to make our lives better 	<ul style="list-style-type: none"> Name ways the internet is used in the wider society, e.g. online only businesses, banking, advertising 	<ul style="list-style-type: none"> Identify risk taking behaviours, e.g. in real life and online Identify ways to minimise risk taking behaviours Identify ways the internet can be used for gambling Identify the risks of online gambling
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify how much time we use the internet in a week (create timetable_ Identify why we use the internet each week e.g. entertainment, education, research, etc. Identify the recommended amount of time you should spend on electronics a day/a week. Name at least 2 alternative activities we could do in our leisure time that does not involve technology 	<ul style="list-style-type: none"> Name positive content that can be found online Name negative content the can be found online Identify how what we see online can impact on our positive and negative mental health 	<ul style="list-style-type: none"> Understand 'real life' choices of using the internet, e.g. is it safer to do online banking vs via in branch banking, online shopping vs in store shopping Identify how to report specific incidents via websites, e.g. banking 	<ul style="list-style-type: none"> Identify similarities and differences between the real and online world, e.g. unhealthy comparisons with others (use of filters, etc)
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify personal/private information. Name at least 2 pieces of information that it would be OK to share with someone else (online or in person). 	<ul style="list-style-type: none"> Identify ways we interact with others online, Identify ways we demonstrate positive online behaviour with other, e.g. asking for consent before sharing photos, respectful communication on social media, gaming Identify ways we demonstrate negative online behaviour with other, e.g. trolling, bullying, harassment and the impact this has on peoples mental well-being 	<ul style="list-style-type: none"> Identify ways people can be subject to peer pressure online Identify situations where we might need to say 'no' 	<ul style="list-style-type: none"> Identify how interacting with people online can be a positive experience if managed safely, e.g. sharing similar interests, those who find social interaction challenging, during the pandemic Recognise forms of blackmail (off and online)
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify age restrictions on common games and social media sites 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

**'Individual Growth,
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<ul style="list-style-type: none"> • Match logos and what you can purchase from the company/brand • Watch an advert and match a photo of what is being advertised 	<ul style="list-style-type: none"> • Name at least 5 brands I know/don't know using their logo • Identify places I have seen advertising • Watch an advert and identify what the company are selling 	<ul style="list-style-type: none"> • Identify different adverts we might see when we are online 	<ul style="list-style-type: none"> • Understand that advertising companies target different groups of people online based on the target audience or previous searches 	<ul style="list-style-type: none"> • Identify ways we can make informed decisions about our online choice, e.g. what to buy/not to buy to avoid being 'sucked in' by advertisers • Identify online purchasing trends, e.g. make up, clothes, gadgets, etc • Identify ways we can minimise our online activity being tracked
<ul style="list-style-type: none"> • Engage with an adult to show the use of piece of technology does, e.g. light switches, toy trains, sensory equipment • Seek an adults support if a piece of technology doesn't work 	<ul style="list-style-type: none"> • Identify a problem we have when using technology and how we solved it 	<ul style="list-style-type: none"> • Identify possible problems you might have online in different situations, e.g. technical issues, spam emails, unwanted/unknown contact. • Identify people who can help to resolve issues online • Identify how to report issues via websites/social media sites 	<ul style="list-style-type: none"> • Understand how to block people on social media and messaging sites 	<ul style="list-style-type: none"> • Identify which problems of online interaction, e.g. harassment, cyberstalking, sharing of images may need police involvement



Physical Health and Fitness

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Show an interest in outside activities Share favourite activities with another person (adult or peers) Show emotion when engaging in exercise or outside play Discuss how/why we feel happy when we are outside/do exercise, e.g. playing in the sun/snow, playing with our friends, etc. 	<ul style="list-style-type: none"> Identify different physical exercise you can do on your own Identify different physical exercise you can do in a team Take part in at least 2 physical activities a week Create a plan for physical exercise over a week that is manageable Discuss how exercise improves your mental health 	<ul style="list-style-type: none"> Identify different cardio activities Identify different strengthening activities Identify a way to adapt an activity to make it accessible for someone with an impairment Identify what exercise/physical activities I enjoy Identify how different exercises/physical activities are suitable for different people, e.g. young child, elderly person, fit adult (create an exercise plan using given criteria) 	<ul style="list-style-type: none"> Identify what factors can impact on our ability to engage in physical fitness Identify the consequences of not engaging in physical activity, e.g. obesity, heart disease, diabetes, decline in mental health 	<ul style="list-style-type: none"> Understand the ability to build up stamina and strength when taking part in physical activity over a period of time Identify the benefits of improve stamina and strength for my mental health Identify the importance of setting myself a goal linked to my physical health Identify the increase risk of cardio-related illness or specific cancers as a result of an unhealthy life style
<ul style="list-style-type: none"> Accept they need a drink when they are hot, e.g. with an adult prompt or independently Recognise when my body is tired, e.g. sit down to have a rest Explore how your body feels different during times of exercise and times of rest 	<ul style="list-style-type: none"> Identify at least 5 hobbies that people do that are active Identify at least 5 activities that people do that are inactive Collect information from at least 2 classes about what hobbies they take part in Identify if more people from our survey do active or inactive hobbies 	<ul style="list-style-type: none"> Understand what is a healthy weight based on different heights Identify how people can become obese Identify ways being overweight/obese can impact on your physical well-being Identify ways being overweight/obese can impact on your mental well-being 	<ul style="list-style-type: none"> Identify ways to maintain a healthy weight Understand the benefits and risks of blood donation Understand the benefits and risks of organ donation 	<ul style="list-style-type: none"> Understand the weight does not always link to our level of fitness, e.g. can be linked to hormone imbalances, medical conditions Identify ways the media promotes positive body image Understand the benefits and risks of stem cell donation



Heathy Eating

Stage 1(Engagement)	Stage 2 (Primary)	Stage 3 (KS3)	Stage 4	Stage 5
<ul style="list-style-type: none"> Recognise healthy foods Recognise unhealthy food 	<ul style="list-style-type: none"> Name the main food groups in a healthy diet Name which food group we should eat the most of Name which food group we should eat the least of 	<ul style="list-style-type: none"> Identify which foods have high calories Identify which foods have low calories Identify which foods have high fat content Identify which foods have low fat content Name consequences for eating unhealthily on a regular basis, e.g. obesity, tooth decay, diabetes 	<ul style="list-style-type: none"> Identify which foods can put my body at a higher risk of disease, e.g. heart attack, diabetes 	<ul style="list-style-type: none"> Identify the long term consequences of a poor diet, e.g. organ failure, cancer
<ul style="list-style-type: none"> Take part in cooking a sweet meal Take part in cooking a savoury meal 	<ul style="list-style-type: none"> Find a recipe for a healthy meal Identify the ingredients needed for the recipe Find and buy the items in supermarket Prepare the ingredients using a range of tools Cook the ingredient to make the healthy meal 	<ul style="list-style-type: none"> Identify food swaps for snacks (healthier alternatives) Identify ways to make meals a healthier alternative, e.g. plant based alternatives, low fat options 	<ul style="list-style-type: none"> Identify the range of plant based alternatives and their nutritional value Cook a meal using traditional ingredients and plant based alternatives and identify preferences 	



Drugs, alcohol and tobacco

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Match photos of drinks to a symbol or verbal instruction, e.g. can you find me the juice? Tolerate an adult giving medicine with a spoon or syringe Recognise the difference between a liquid medicine and a drink and tablet medication and food Understand that taking medicine can make you feel better Recall a time they have taken medicine and what it was for, e.g. calpol for a headache, fever, etc 	<ul style="list-style-type: none"> Name places you can buy/get medicine from Name different legal medicines, e.g. paracetamol, antihistamines, ibuprofen (use packing to support) Identify what medicines can be taken for different things Understand that medicines need to be taken with an adult support Name drinks that a child can drink Name drinks an adult can drink that are different to a child Understand that alcoholic drinks are legal 	<ul style="list-style-type: none"> Identify alcoholic and non-alcoholic drinks Identify legal substances, e.g. vapes, caffeine, tobacco, medicines Identify the legal age for buying cigarettes and vapes Identify some illegal substances Identify risks of taking/consuming legal substances Identify risks of taking illegal substances 	<ul style="list-style-type: none"> Understand the term 'addiction' Identify things we can become addicted, e.g. caffeine, screens, sugar, substances Identify ways our bodies change when caffeine is consumed Identify ways our minds change when caffeine is consumed Identify ways our bodies change when tobacco or vapes are consumed Identify ways our minds change when tobacco or vapes are consumed Identify ways our bodies change when illegal drugs are consumed Identify ways our minds change when illegal drugs are consumed Identify ways our bodies change when alcohol is consumed Identify ways our minds change when alcohol is consumed 	<ul style="list-style-type: none"> Identify physical and psychological risk associated with alcohol consumption Identify physical and psychological risk associated with illegal drug consumption Identify the links between tobacco and vaping with disease, e.g. asthma, lung cancer, COPD Identify the laws relating to the supply and possession of illegal substance Identify benefits of quitting and how to access support to do so



Health and prevention

Stage 1(Engagement)	Stage 2 (Primary)	Stage 3 (KS3)	Stage 4	Stage 5
<ul style="list-style-type: none"> Recognise part of the body Use stories and role play to point to the corresponding body part matching body parts with illness, e.g. headache, stomach ache, broken leg, etc 	<ul style="list-style-type: none"> Name/select symbols common symptoms of a cold Identify how our body feels and looks when we get ill 	<ul style="list-style-type: none"> Identify the signs of common infections, e.g. ear, eye Identify the signs of diabetes Identify the signs of a specific illness (class choice – could be linked to the needs of the class) 	<ul style="list-style-type: none"> Identify symptoms that indicate you need to see a doctor, e.g. signs of chest infections, blood in urine, continuing cough 	<ul style="list-style-type: none"> Understand the term 'microbes' Identify infectious and non-infectious microbes and how they are transmitted
<ul style="list-style-type: none"> Identify that it is a good to wear a hat in the sun Demonstrates sun safety awareness – what to wear/put on when go out in the sun (sorting/matching) 	<ul style="list-style-type: none"> Identify suitable clothing to wear in the sun, e.g. hat, shorts, t shirt Understand that we need to wear sun cream to keep our skin safe Identify 1 behaviour to keep ourselves safe in the sun, e.g. stay in the shade, drink water 	<ul style="list-style-type: none"> Understand the consequence of being unsafe in the sun Understand that not living a healthy lifestyle can have consequences on your physical health 	<ul style="list-style-type: none"> Identify the long term consequences of sun damage 	
	<ul style="list-style-type: none"> Understand why we need to sleep at night Identify how my body feels after a good night's sleep Identify how my brain feels after a good night's sleep 	<ul style="list-style-type: none"> Identify physical health consequences of lack of sleep Identify mental health consequences of lack of sleep 	<ul style="list-style-type: none"> Identify positive strategies to promote quality sleep, e.g. meditation, aromatherapy, reduced screen time, warm bath 	
<ul style="list-style-type: none"> Select the correct items for brushing teeth Demonstrate accurate brushing technique for 2 minutes 	<ul style="list-style-type: none"> Identify how many times a year we should visit the dentist Identify additional ways to look after our teeth, e.g. flossing, mouth wash 		<ul style="list-style-type: none"> Identify the impact of what we eat on our oral hygiene, e.g. high sugar/calcium foods 	<ul style="list-style-type: none"> Identify the benefits and risks of cosmetic dental treatments
<ul style="list-style-type: none"> Take part in a basic personal care routine – Handwashing and hair washing routines (use salon with permission) 	<ul style="list-style-type: none"> Name why we have to wash our hands, hair and bodies Use the terms 'bacteria' and 'virus' 	<ul style="list-style-type: none"> Identify how germs and viruses are spread (not washing hands) Identify how you can stop germs and viruses can be prevented and treated 	<ul style="list-style-type: none"> Explain a positive daily personal care routine, e.g. showering, using deodorant, clean clothes Understand the importance and process of self-examination 	<ul style="list-style-type: none"> Identify sources of support linked to self-examination
		<ul style="list-style-type: none"> Identify common allergies Identify why we have injections 	<ul style="list-style-type: none"> Identify which vaccinations we have at different stages of our lives Identify the importance of vaccinations in preventing the spread of disease Identify the importance of preventative medicine for specific diseases/illnesses, e.g. aspirin for heart attacks 	<ul style="list-style-type: none"> Identify the benefits and risks of immunisations/vaccinations Identify situations you may need an elective vaccination, e.g. going on holiday, flu jabs



Basic First Aid

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Recognise when they are hurt or feel ill Identify the part of the body that hurts and communicate this to an adult with support (e.g. questioning) Acknowledge that my friend is hurt or feeling ill and show concern/compassion (where appropriate) Alert an adult when my friend is hurt or feeling ill Know that I might go to the doctors or hospital if I feel ill or get injured Participate in first aid role play, e.g. putting on a plaster, 'giving' medicine, etc 	<ul style="list-style-type: none"> Name a familiar person who can help us when we feel ill or get hurt Identify the job of the GP Name the main emergency services (Ambulance, Police, Fire Service) Name 1 job a paramedic does Name 1 job a Police Officer does Name 1 job a Fire Fighter does 	<ul style="list-style-type: none"> Recall the telephone numbers for the emergency services (999/112) Understand when it is OK to call the emergency services and how to make a clear phone call 	<ul style="list-style-type: none"> Recognise the different pathways to seeking medical advice (First aider in school, Pharmacist, GP, 111, urgent care, A&E) Identify what information you need to give during a phone call to the emergency services (name of patient, basic information about the condition, times) 	<ul style="list-style-type: none"> Recognise which illness/injury is best treated via which pathway
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify the treatment for a cut Identify the treatment for a headache Identify the treatment for a bump Identify the treatment for a broken bone Name a time I received first aid and what it was for 	<ul style="list-style-type: none"> Identify the signs, symptoms and treatment for asthma Identify the signs, symptoms and treatment for allergies Identify the signs, symptoms and treatment for bleeding Identify the signs, symptoms and treatment for choking Identify items in a basic first aid box Demonstrate how to use simple first aid equipment, e.g. plaster, ice pack 	<ul style="list-style-type: none"> Identify the signs, symptoms and treatment for head injuries Identify the signs, symptoms and treatment for bones, muscle or joint injuries Identify the signs, symptoms and treatment for basic life support Identify the signs, symptoms and treatment for chest pain Demonstrate how to apply simple treatment techniques, e.g. raising legs, applying bandage, back blows/abdominal thrusts 	<ul style="list-style-type: none"> Demonstrate competency in basic first aid techniques Identify the main life-saving techniques (CPR, defibrillator) Demonstrate how to make a medical appointment



Changing adolescent body

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> • Name public/private body parts • Identify different things a baby can/cannot do • Identify different things a child can/cannot do • Name the stages of the human life cycle – baby, child, adult, elderly 	<ul style="list-style-type: none"> • Identify ways we change from a child to an adult, e.g. taller, hair growth, simple puberty changes) • Name ways adults change as they get older, e.g. grey hair, get smaller • Name the main changes to a boy during puberty • Name the main changes to a girl during puberty 	<ul style="list-style-type: none"> • Identify the physical changes to my own body during puberty • Identify the emotional changes that occur during puberty • Identify the facts of the menstrual cycle • Identify the importance of menstrual well-being 	<ul style="list-style-type: none"> • Identify the personal hygiene needs that link to puberty, e.g. showering every day, use of deodorant, feminine hygiene 	<ul style="list-style-type: none"> • No statutory content



RSHE Curriculum - Relationships Education

Families and people who care for me

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Identify who lives in my house Identify people that are important to me 	<ul style="list-style-type: none"> Name the relationships within my family, e.g. who is my sibling/auntie/uncle/cousin, etc. Create a simple family tree to show how my family is connected 	<ul style="list-style-type: none"> Understand what love is and give examples of how it is shown to others Understand what security is and give examples of how it is shown to others Understand what stability is and give examples of how it is shown to others Identify ways a 'family' can help to provide love, security and stability to a child/young person 	<ul style="list-style-type: none"> Identify how to make healthy relationship choices Identify when to put trust in people and when not to 	<ul style="list-style-type: none"> Recognise how to tell when someone is telling the truth/not telling the truth Identify how people can take advantage of me
<ul style="list-style-type: none"> Identify at least 1 thing I like to do with my family Identify at least 1 thing my parent/carer does for me at home Identify at least 1 thing that I do to help at home 	<ul style="list-style-type: none"> Identify 1 thing that each person in my household does for me Identify 1 thing that I do for each person in my household Identify a place that is special to my family Identify why it is important to spend time together 	<ul style="list-style-type: none"> Identify ways a family cares for each other Identify ways a family protects each other 		
	<ul style="list-style-type: none"> Identify at least 2 different types of family (in real life or through stories and role play) 	<ul style="list-style-type: none"> Identify different family types based on our own experience Understand the difference between immediate and extended family Understand what constitutes a family Understand the foundation of a family is respect, love and care 	<ul style="list-style-type: none"> Recognise that committed, stable relationships contribute to our happiness Recognise that stable relationships are important when raising children Recognise the roles and responsibilities of parents/carers in raising children 	<ul style="list-style-type: none"> Understand that the relationships I have as a child can impact on the relationships I have as an adult (positive and negative impact)
		<ul style="list-style-type: none"> Identify every family has a different normal, e.g. calm, busy, more input from extended family Identify who are the stable adults in my life 		<ul style="list-style-type: none"> Identify what can affect a child's feelings of security, e.g. trauma, moving schools, divorce, bereavement Identify that parent/carers role in supporting a child who has been subject to trauma Identify agencies that can provide support for children who have been subject to trauma
		<ul style="list-style-type: none"> Recognise what it means to be married 	<ul style="list-style-type: none"> Identify different types of long term relationships Identify that marriage should always be a choice and freely entered into 	<ul style="list-style-type: none"> Identify different types of marriage, e.g. church service, civil service, same sex Understand the legal rights and protection of married couples vs those who cohabit

***'Individual Growth,
Individual People'***



<ul style="list-style-type: none">• Identify something or someone that makes me happy at home	<ul style="list-style-type: none">• Identify something that at least 2 people in my household/family do to make me happy• Identify something that I do to make at least 2 people in my household/family feel happy• Identify something that at least 2 people in my household/family do to make me unhappy• Identify something that I do to make at least 2 people in my household/family feel unhappy	<ul style="list-style-type: none">• Identify family life situations that can happy (in real life or through stories and role play)• Identify family life situations that can unhappy (in real life or through stories and role play)• Identify family life situations that can unsafe (in real life or through stories and role play)• Identify where we can get help if we feel unhappy/unsafe at home	<ul style="list-style-type: none">• Identify what our parents, carers and extended family does to keep me happy and safe	<ul style="list-style-type: none">•
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Caring friendships

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Identify at least 1 friend in my class Identify at least 1 friend from a different class Identify at least 1 friend from outside of school 	<ul style="list-style-type: none"> Identify at least 1 way I make a friend happy Identify at least 1 way a friend makes you happy 	<ul style="list-style-type: none"> Identify what criteria we use to choose our friends 	<ul style="list-style-type: none"> No statutory content 	<ul style="list-style-type: none"> No statutory content
<ul style="list-style-type: none"> Share interests with a friend in the classroom Share interests with a friend in outside play 	<ul style="list-style-type: none"> Name characteristics that make people a good friend Name a time when you or a friend has shown respect Name a time when you or a friend has shown kindness Name a friend who has a shared interest 	<ul style="list-style-type: none"> Recognise that a good friend is trustworthy (in real life or through stories and role play) Recognise that a good friend is truthful (in real life or through stories and role play) Recognise that a good friend is loyal (in real life or through stories and role play) Identify times I have demonstrated good friend characteristics Identify times my friends have demonstrated good friend characteristics Identify a time I have supported a friend through a problem 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Share a smile with a friend Share a toy with a friend 	<ul style="list-style-type: none"> Identify ways people show they are a good friend (in real life or through stories and role play) 	<ul style="list-style-type: none"> Identify how a friend can make sure someone is not excluded or lonely (using personal experience or through role play) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Take turns to share in a play based activity Allow an adult to help you solve a problem with a friend 	<ul style="list-style-type: none"> Identify a time you have been a good friend Identify a time when someone has been a good friend to you Identify a time you have been a bad friend Identify a time when someone has been a bad friend to you 	<ul style="list-style-type: none"> Identify a good experience you have with a friend Identify a time you have fallen out with a friend Identify how you worked through a friendship issue Understand that friendships will have ups and downs Understand that friendships can be strengthened by resolving issues Understand violence is never right 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Recognise when my friend is happy with me Recognise when my friend is sad/cross with me Name one thing I can do to make my friend happy 	<ul style="list-style-type: none"> Identify when a friendship can make you unhappy or uncomfortable (in real life or through stories and role play) Name a person we can tell if we are upset about a friendship 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



Respectful relationships

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Respecting our own property Respecting others property Respecting school property 	<ul style="list-style-type: none"> Identify what we mean by 'respect' (link to school values) 	<ul style="list-style-type: none"> Identify physical differences between myself and others in my class Identify a belief or opinion about something that is difference to people in my class Identify differences between myself and others from the wider community (using prior learning from RE lessons) Identify ways we can show respect to others even if they are very different to us 	<ul style="list-style-type: none"> Identify that trust, honesty and kindness are important in a positive and healthy relationship Identify that boundaries, privacy and consent are important in a positive and healthy relationship Identify that positive and healthy relationships may involve managing conflict Identify that a good friend is reliable 	<ul style="list-style-type: none"> Understand that friendships need equal effort from both people Identify the similarities and differences between bullying and banter Identify when 'banter' crosses a line Understand the individuals have different tolerance levels for 'banter' Identify the impact of 'banter' on a person's mental health (including the risk of suicide)
<ul style="list-style-type: none"> Demonstrate respect and positive manners to my friends Demonstrate respect and positive manners to a familiar adult Demonstrate respect and positive manners to an unfamiliar adult (in school or in the community) Recognise when someone doesn't use their manners Identify a consequence when someone is rude or doesn't use their manners, e.g. name on the sad face 	<ul style="list-style-type: none"> Name ways we show respect to other, e.g. manners, listening, etc Give an example of how I have shown respect to an adult in school Give an example of how I have shown respect to a friend 	<ul style="list-style-type: none"> Name things I could do to improve my friendships Give an example of how I have supported a friend 	<ul style="list-style-type: none"> Identify ways to reconcile a relationship Identify ways to improve a relationship Identify ways to end a relationship 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify what we mean by 'self-respect' Name 3 ways we show respect to ourselves 	<ul style="list-style-type: none"> Identify how the things I do for my self-care make me happy 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Identify how we talk to adults, e.g. tone of voice Identify how we talk to our friends 	<ul style="list-style-type: none"> Identify ways people demonstrate respect in the wider community, e.g. Queen's jubilee celebrations, Pride celebrations Identify ways we show respect to people in positions of responsibility 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Understand what a 'stereotype' is Identify common stereotypes (sex, gender, race, religion, sexual orientation, disability) Understand that using stereotypes can have a negative impact on the person 	<ul style="list-style-type: none"> Identify stereotypes are offensive and can be illegal Identify ways stereotypes can impact on a person's mental health Understand the importance of tolerating and celebrating our similarities and differences 	<ul style="list-style-type: none"> Identify how the Equalities Act 2010 protects minority groups

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<ul style="list-style-type: none"> • Ask for something they want/need in an appropriate way, e.g. toilet, objects, snacks and wait for an adult response 	<ul style="list-style-type: none"> • Identify familiar situations where we need to ask an adult for permission for something, e.g. toilet, snack, equipment • Identify familiar situations where we need to ask a friend for permission for something, e.g. sharing equipment at playtime • Understand that to make a friendship work you need to put effort in 	<ul style="list-style-type: none"> • Identify something we have to ask permission for at home • Identify something we have to ask permission for at school • Identify something we have to ask permission for in the community • Identify why we need to ask for permission in certain situations • Identify what the consequences could be if we didn't ask for permission 	<ul style="list-style-type: none"> • Identify controlling behaviour in relationships • Recognise peer pressure in different situations • Understand that some behaviours can have criminal consequences 	<ul style="list-style-type: none"> • Identify characteristics of negative and unhealthy relationships • Identify that violence, coercive control, harassment (sexual and non-sexual) and sexual violence are criminal behaviours • Recognise the signs of criminal behaviours • Identify ways to find information and report possible criminal behaviour • Identify where to find sources of support for victims and those involved in unhealthy relationships (including criminal behaviours)
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Online relationships

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> Gain an awareness of staff around school that don't work directly with them Understand what is appropriate to share/do in a group Understand what is appropriate to share/do when I am on my own 	<ul style="list-style-type: none"> Identify what we mean by 'stranger' Identify where we might come across strangers Understand when it is OK and not OK to speak to strangers Identify when someone changes from being a stranger to a familiar person Name safe strangers, e.g. people in uniform 	<ul style="list-style-type: none"> Understand that people sometimes behave differently online, including pretending to be someone they are not 	<ul style="list-style-type: none"> Identify my rights online, e.g. to be protected by software, to have my consent obtained to share information Identify my responsibilities online, e.g. to be respectful, to keep passwords safe, to read/understand agreements for using platforms 	<ul style="list-style-type: none"> Identify different opportunities I can have/be facilitated through online activity, e.g. making friends, looking for jobs, finding out about my future
<ul style="list-style-type: none"> Identify ways we can communicate with others in the digital world, e.g. texts, phone calls, facetime, social media, gaming 		<ul style="list-style-type: none"> Understand the same principles apply to online relationships as face-to-face relationships, e.g. showing respect for others online even if we are anonymous 		
<ul style="list-style-type: none"> Identify things we do online, e.g. gaming, watching videos, etc 	<ul style="list-style-type: none"> Identify what we mean by a 'risk' Identify familiar situations in the real world where there might be risks Identify what risks we might face online (in real life or through stories and role play) 	<ul style="list-style-type: none"> Identify what the risks might be from inappropriate conduct online, e.g. sharing photos (with and without consent) Identify ways we can reduce our risks online Explore the ways people can be negative on the internet, e.g. trolling, bullying, harassment and the impact this has on peoples mental well-being 	<ul style="list-style-type: none"> Identify the age restrictions on films, games, social media platforms Understand what content is deemed inappropriate for young people to watch Identify the possible consequences of watching inappropriate content online, e.g. breaking the law, not being emotionally ready, not understanding information and not knowing where to find answers 	<ul style="list-style-type: none"> Understand that being exposed to inappropriate content, including pornography can give a distorted perception of reality Understand that being exposed to inappropriate content, including pornography can have a negative impact on mental health (perception of self)
		<ul style="list-style-type: none"> Identify platforms that you can interact with other people Identify the risks of speaking to people I have never met 	<ul style="list-style-type: none"> Identify why it is important to share things with people I trust 	
		<ul style="list-style-type: none"> Understand how information and data is shared and used online 		<ul style="list-style-type: none"> Understand that once information and photos have been shared online they become difficult to remove and can be shared to others Understand the law around sending, receiving and possessing sexual images of ourselves or others (child pornography)



Being Safe

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> • Demonstrate an appropriate greeting to a friend • Demonstrate an appropriate greeting to a familiar adult • Identify friends I like to play with • Recognise a time when I want to play on my own • Recognise a time when I want to play with others • Recognise that others sometimes need space (in real life or through stories and role play) 	<ul style="list-style-type: none"> • Name 5 friends I like to play with • Identify something each friend likes, e.g. playing games, scooters, etc • Identify something each friend does not like, e.g. loud noises, physical contact 	<ul style="list-style-type: none"> • Understand the term 'friendship boundary' and recognise how my friends will tolerate different things • Name a consequence of overstepping a friendship boundary • Explain my boundaries to other people • Identify how boundaries change when we interact online 	<ul style="list-style-type: none"> • Recognise that not all adults are kind • Recognise different ways adults can manipulate children and other vulnerable adults, e.g. grooming • Understand that adults can exploit children and vulnerable adults through criminal or sexual activity • Understand that 'rape' is when a person does not consent to sexual intercourse 	<ul style="list-style-type: none"> • Identify different types of crime, e.g. gun, knife, organised, drug related • Identify reasons why people get involved in organised crime • Identify the consequences of organised crime on the individual and their family • Identify the consequences of organised crime on the wider society
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Understand we can use the term 'private' in different contexts • Identify something we are comfortable to share about ourselves • Identify something that is OK to share about someone else 	<ul style="list-style-type: none"> • Identify something that is OK to share in a group or public situation • Identify something that is not OK to share in a group or public situation • Identify when we would need ask permission to share something about someone else • Identify what a secret is • Understand when is OK to keep a secret, e.g. a surprise, to protect someone's feelings • Identify when we might need to share a secret with a trusted adult 	<ul style="list-style-type: none"> • Understand the term 'consent', how it is obtained, e.g. verbally spoken, very clear body language and that it can be withdrawn • Understand that consent can be linked to sexual and non-sexual activities 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Understand if I am OK with physical contact, e.g. do I like a hug? • Identify places in school that are public and private. • Know to shut and lock the door when they are using the toilet 	<ul style="list-style-type: none"> • Identify forms of positive physical contact e.g. help with toileting/dressing, hugs, if you are hurt, etc 	<ul style="list-style-type: none"> • Identify what is appropriate physical contact (when we have consent from someone or know it's acceptable within their boundaries) • Identify inappropriate physical contact, e.g. pushing, violence, invading personal space • Identify trusted adults we can talk to if we feel unsafe 	<ul style="list-style-type: none"> • Understand that abuse can happen within the home • Identify different types of domestic abuse (physical, emotional, sexual) • Identify forms of abuse in specific cultures, e.g. FGM, force marriage, honour based violence 	<ul style="list-style-type: none"> • Recognise the signs of abuse in others • Understand how to report suspected abuse • Understand that laws are in place to protect victims of abuse and exploitation
<ul style="list-style-type: none"> • Identify adults they are familiar/unfamiliar with in school; • Understand that visitors wearing badges to identify who they are 	<ul style="list-style-type: none"> • Name significant adults in my life • Name adults in school we work with • Name adults in school we don't work with • Role play how we would speak to a visitor in school 	<ul style="list-style-type: none"> • Identify how I change my tone when I speak to different adults, e.g. teacher, parent/carer • Identify what I would do if you saw a stranger in school • Identify what I would do if a stranger approached us in the street • Identify what I would do if a stranger approached us online 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Understand what is meant by 'county lines' • Recognise the signs that someone might be involved in county lines • Explain the steps of 'RUN, HIDE TELL' (gun/knife crime) and when it is appropriate to use them • Explain why is important not to use a mobile phone to take photos during an attack

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<ul style="list-style-type: none"> • Identify someone I can talk to in school if I am scared or worried • Identify someone I can talk to at home if I am scared or worried 	<ul style="list-style-type: none"> • Identify negative feelings through stories or role play, e.g. emotional literacy texts • Identify how the character changes their behaviour • Identify things I might say/do if I feel negative feelings, e.g. sad, scared, worried, unsafe • Name a person I can talk to when I feel negative feelings • Recognising and reporting negative feelings – how do I feel when I am sad/scared/worried/unsafe? Who can I talk to? 	<ul style="list-style-type: none"> • Identify positive ways to handle negative emotions, e.g. breathing, mindfulness, distraction, calm down time • Identify a situation that is too big for me to deal with without support • Identify how I can raise my concerns and make sure I am heard 	<ul style="list-style-type: none"> • Identify where to seek support from reliable sources for exploitation and abuse situations 	<ul style="list-style-type: none"> • Identify when a person might be at risk • Identify factors and strategies that can help people avoid, or get out of, serious and organised crime • Recognise ways to prevent myself and others being involved in county lines • Identify suspicious behaviour that could help to keep myself and others safe
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Intimate and sexual relationships, including sexual health

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
No statutory content	No statutory content	<ul style="list-style-type: none"> • States the difference between a friend or boyfriend/girlfriend • Recognise ways relationships can make us feel happy/unhappy • Recognise ways relationships can make us comfortable/uncomfortable • Identify situations where we might say no/yes (introduce consent) • Understand the basics of sexual reproduction (science curriculum) • Identify that people can have different sexual orientations and gender identity • Identify ways we can show tolerance towards people of different sexual orientations and gender identity 	<ul style="list-style-type: none"> • Identify positive characteristics of a healthy one-to-one intimate relationships (mutual respect, consent, loyalty, trusted, shared interests, sex and friendship) • Identify common STIs • Identify how STIs can be transmitted • Identify different forms of contraception • Identify how contraception can prevent STIs and unwanted pregnancy • Identify ways how manage sexual pressure • Recognise that individuals have a choice to delay sex or enjoy intimacy without sex • Understand that sexual orientation and gender identity is not a choice and can change over time 	<ul style="list-style-type: none"> • Identify that consent can be given and withdrawn • Identify problems that can occur with our reproductive health which can lead to fertility issues, including miscarriage • Recognise the situations of pregnancy can lead to different decisions and outcomes • Recognise the impact our sexual decisions can have on our physical health • Recognise the impact our sexual decisions can have on our mental health • Recognise the impact our sexual decisions can have on our reproductive health • Identify ways STIs can be tested for • Identify how STIs can be treated • Understand that if left untreated, STIs can have long term consequences • Identify ways how use of drugs and alcohol can lead to risky sexual behaviour



Primary coverage

	Autumn	Spring	Summer
Year A	Basic first aid	Drugs, alcohol and tobacco	Being safe
	Mental health Recognising emotions Physical exercise and mental health Hobbies and interest	Caring friendships Identify my friends Being a good friend	Healthy Eating (D&T) Healthy and unhealthy foods Food groups
Year B	Respectful relationships Respect Using manners	Internet safety	Health and prevention
	Families and people who care for me Who lives in my house My family relationships What my family does for me	Healthy eating Planning and cooking a meal	Mental health Loneliness Unkind behaviour and bullying Sources of support Managing negative feelings
Year B	Changing adolescent bodies	Caring friendships Sharing Recognising emotions in my friends Sources of support	Online relationships
	Families Different types of families	Respectful relationships Asking permission	Physical health and fitness
Ongoing	Recommended (non-statutory) 15 minutes daily mindfulness sessions, including meditation, guided imagery, mindfulness colouring, etc		



KS3 coverage

	Autumn	Spring	Summer
Year A	Mental well-being	Caring friendships	Being safe
			Health and prevention
Year B	Physical health and fitness	Respectful relationships	Online relationships
	Healthy eating		Changing adolescent body
Year C	Being safe	First aid	Families
	Health and prevention	Drugs, alcohol and tobacco	Changing adolescent body
Ongoing	Recommended (non-statutory) 15 minutes daily mindfulness sessions, including meditation, guided imagery, mindfulness colouring, etc		

KS4 coverage

	Autumn	Spring	Summer
Year A	Mental wellbeing	Families and people who care for me	Respectful relationships
		Caring friendships	Being safe
Year B	Internet safety and harms	Physical health and fitness/ Healthy eating	Health and prevention/ Basic first aid
	Online relationships	Drugs, alcohol and tobacco	Changing adolescent body
Ongoing	Recommended (non-statutory) 15 minutes daily mindfulness sessions, including meditation, guided imagery, mindfulness colouring, etc		



P16 coverage

	Autumn	Spring	Summer
Year A	Drugs, alcohol and tobacco Health and prevention	Families Respectful relationships	Internet Safety and Harms
	Intimate and sexual relationships Healthy eating and Physical health and fitness (taught through ADSAN PSD – Healthy living unit)	Online relationships	Being Safe
Year B	Mental Health	Basic first aid	Intimate and sexual relationships
			Respectful Relationships
Ongoing	Recommended (non-statutory) 15 minutes daily mindfulness sessions, including meditation, guided imagery, mindfulness colouring, etc		