

RSHE at Cherrywood



Agenda

- Change in statutory guidance
- How we will teach
- Whole school overview
- Individual year group overviews
- Where to direct your questions

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

New Statutory Guidance



The guidance was released in 2019 and became statutory in September 2020, due to this there are a number of changes we have made to our curriculum.

What was previously known as PSHE (Personal, Social, Health and Emotional Education) will now be known as RSHE (Relationship, Social/Sex, Health and Economic Education). This is to ensure we are in line with the guidance and link the curriculum directly to its title.

I will explain the curriculum as a whole school overview and then look into each year group.

Relationships Education, Relationships and Sex Education (RSE) and Health Education

**Statutory guidance for governing bodies,
proprietors, head teachers, principals, senior
leadership teams, teachers**

	Autumn		Spring		Summer	
	HT1	HT2	HT3	HT4	HT5	HT6
Assembly	Respect – What does that mean to us?	Being healthy – How do we do it?	Money – Looking after pennies to make pounds.	How do we look after the people around us?	What does it mean get old?	Looking after the world – What are the threats and can we counter them?
Notes	All Year Groups doing <u>Healthy relationships</u>	All year groups doing <u>Health and wellbeing</u>	All year groups doing <u>Living in wider world</u>	R to 3 and 6 <u>Healthy relationships</u> 4 and 5 <u>Health and wellbeing</u>	All year groups doing <u>Health and wellbeing</u>	R,1,4,5,6 <u>Living in wider world</u> 2 and 3 <u>Health and wellbeing</u>
Ash	Who can help me at school?	How can we be healthy?	Who helps us?	What makes a good friend?	What changes as we get older?	What makes out school community?
Chestnut	Who is special to us?	What helps us stay healthy?	What can we do with money?	What is the same and different about us?	Who helps to keep us safe?	How can we look after each other and the world?
Elm	What Makes a good friend?	What helps us stay safe?	What jobs do people do?	What is bullying?	What helps us grow and stay healthy?	How do we recognise our feelings?
Larch	How can we be good friends?	What keeps us safe?	What makes a community?	What are families like?	Why should we eat well and look after our teeth?	Why should we keep active and eat well?
Oak	How do we treat each other with respect?	What strengths, skills and interests do we have?	How do our choices effect the environment?	How can we manage our feelings?	How will we grow and change?	How can we manage risk in different places?
Pine	How can friends communicate safely?	What makes up a person's identity? (inc sexuality)	What decisions can people make with money?	How can we help in an accident or emergency?	How can drugs common to everyday life affect health?	What jobs would we like?
Sycamore	How do friendships change as we grow?	How can we be healthy as we grow?	How does the media influence people?	What will change as we become more independent?	How can we be healthy as we grow?	How does the media and technology influence people?

Year 1 - Chestnut

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Autumn 1					
Who is special to us?	What groups do we belong to?	Who is in my family? What do we do together?	Who cares for us in our family? How do people look after us?	What do people do to show us we are special?	Who can we tell if our special people do things to upset us?
Autumn 2					
What helps us stay healthy?	What does staying healthy mean?	Who helps me keep healthy?	How do medicines help us?	Why is hygiene important? Why hygiene routines do we have?	What do we do every day to stay healthy?
Spring 1					
What can we do with money?	What is money and what does it look like?	How is money obtained?	What is the difference between want and need?	How do we prioritise how we spend money?	How can we keep money safe?
Spring 2					
What is the same and different about us?	What do we like? What don't we like? Do we like and dislike the same things?	What features do I have that make me unique? (personality and looks)	What do we have in common with the people around us?	What are my body parts? Are my body parts the same as other peoples?	What parts of me do I need to keep to myself?
Summer 1					
Who helps to keep us safe?	Who are the people in our community? How do they help us?	Who can help us and how should we attract attention when we need help?	How to we keep safe around people we don't know?	What do we do if we feel unsafe or think someone else is in danger?	How do we get help if there is a serious accident?
Summer 2					
How can we look after each other and the world?	How does our behaviour affect others?	What responsibilities do we have (at school/at home/in the community)?	How do people and animals need to be cared for?	What can harm our environment?	How do our needs change as we grow older?

Year 2 – Elm					
	Lesson 1 9:15 – 9.45	Lesson 2 9.45 – 10.45	Lesson 3 11 – 12	Lesson 4 1 – 2	Lesson 5 2 - 3
Autumn 1					
What Makes a good friend?	How do we make friends with others?	What does being lonely mean? What can we do to make ourselves less lonely?	How do people behave when they are being friendly?	How can we resolve arguments with our friends?	What should we do if a friend is making us unhappy?
Autumn 2					
What helps us stay safe?	Why are rules important? How do they keep us safe?	What rules and restrictions keep us safe in everyday life? Eg. restriction on medicine.	How can we identify unsafe situations and make sure that we satay safe?	How do you resist pressure to do something that makes you feel unsafe? Including keeping secrets.	How do you keep safe when speaking to other people online?
Spring 1					
What jobs do people do?	What jobs do you see in your local community?	Why is a job important in earning money?	What traits enable people to do their job?	How can our strengths, weaknesses and interest influence our job choices?	How is technology used in different jobs?
Spring 2					
What is bullying?	Do words and actions affect other people? How?	How to give or not give consent? Including for physical contact.	What should you do if consent is violated or if someone makes you feel uncomfortable?	When does a joke become bullying?	How to avoid being a bystander and report hurtful behaviour, including online.
Summer 1					
What helps us grow and stay healthy?	What different things help keep our bodies healthy?	How does sugar affect our health? Inc dental health.	How much rest and sleep should we have each day?	What are the different ways that we can play? What is the impact of screen time?	What is the importance of the sun? How do we keep sun-safe?
Summer 2					
How do we recognise our feelings?	Can you name different feeling? How can we recognise them?	What makes you feel good? What makes you better if you don't feel good?	How do situations influence our feelings?	How does emotion effect behaviour?	Why is important to share big feelings with people we trust?

Year 3 – Larch

	Lesson 1 9:15 – 9.45	Lesson 2 9.45 – 10.45	Lesson 3 11 – 12	Lesson 4 1 – 2	Lesson 5 2 - 3
Autumn 1					
How can we be good friends?	How do my friendships support my wellbeing?	How can we support people who may be feeling lonely? What can we do if we feel lonely?	How do we build good friendships? How do we make our friendships last?	How can we manage problems within our friendships?	How can we tell if a friendship is becoming unhealthy? What do we do to prevent/fix this?
Autumn 2					
What keeps us safe?	How do we recognise hazards and what can we do to reduce risk?	What actions do we take to keep our bodies safe? (ranging from wearing seatbelts to consent)	How do we recognise and respond to pressures that make us uncomfortable and or unsafe? (online)	What everyday health routines do we have? How do this keep us and others safe and healthy?	How do we react and respond to minor and major incidents?
Spring 1					
What makes a community?	What groups and communities do we belong to? Are they all the same?	What is meant by a diverse community?	How do communities help everyone feel included and valued?	How do you contribute to the communities you are part of?	What is the importance of respect? How do we show respect to other communities?
Spring 2					
What are families like?	What are the common features of a positive family life?	How do family members demonstrate care for each other?	How can we seek help if our families are making us unhappy?	How do families differ from each other? (including same sex, single, adoptive)	
Summer 1					
Why should we eat well and look after our teeth?	How do we ensure we are eating a healthy diet? What are the benefits?	How does an unhealthy diet affect our health?	How can we make good choices about food and drink? What/who influences these?	How do you maintain good oral hygiene?	How, when and where can we ask for advice about healthy eating and dental care?
Summer 2					
Why should we keep active and how does food affect us?	How does regular physical activity benefit our bodies and feelings?		What impact can a lack of physical have on our bodies?	How does sleep effect our mood? How can we ensure we get a good night’s sleep?	

Year 4 – Oak					
	Lesson 1 9:15 – 9.45	Lesson 2 9.45 – 10.45	Lesson 3 11 – 12	Lesson 4 1 – 2	Lesson 5 2 - 3
Autumn 1					
How do we treat each other with respect?	How does our behaviour affect themselves and others? Including online.	What is privacy? When should secrets be kept?	What are our rights as children? How can we protect these?	Why is it important that everyone feels respects and not discriminated against?	How should aggressive and inappropriate behaviour be responded to? How can you report concerns?
Autumn 2					
What strengths, skills and interests do we have?	What are our personal qualities? How do we recognise individuality?	What is self-worth? How do we develop self-worth?	How do our personal attributes, strengths and skills contribute to self-esteem?	Setting goals for ourselves – what is the best way to do this?	Managing setbacks – How can we learn from our mistakes?
Spring 1					
How do our choices effect the environment?	Do people have a shared responsibility to protect the world around them?	How do our choices affect the environment?	Does what we chooses to buy affect others of the environment? (fair trade, palm oil, single use plastic)	How should we show concern and care for others (inc animals)?	Choose, research and discuss a topical issue.
Spring 2					
How can we manage our feelings?	How do everyday thigs affect how we are feeling?	Does the way we feel change over time? Do feelings have levels of intensity?	Expressing our feeling – why is it important and how can we do it?	Managing feeling in different situations – How can we ensure we respond proportionately?	How can we manage our feelings at times of loss, grief and change? Who can we talk to?
Summer 1					
How will we grow and change?	Puberty – How do our bodies and bodily functions change> (menstruation, menstrual wellbeing, erections and wet dreams)		How does puberty affect our emotions?	During puberty what routines do we need to change to ensure we are being hygienic?	Who can we talk to for advice and support during puberty?
Summer 2					
How can we manage risk in different places? Inc the online world	How do we predict, recognise and manage risk in our environment?	Can we ensure safety in our local environment or less familiar locations? How?	How do we keep safe online and recognise what to share?	How does our behaviour online impact others?	What rules, restrictions and laws exist to keep us safe? Local and wider.

Year 5 – Pine					
	Lesson 1 9:15 – 9.45	Lesson 2 9.45 – 10.45	Lesson 3 11 – 12	Lesson 4 1 – 2	Lesson 5 2 - 3
Autumn 1					
How can friends communicate safely?	Relationships: What are the different types of relationships people have?	What are the best ways of keeping in contact with people?	What is the difference between knowing someone face-to-face and knowing them online?	What is safe to share online and what is not? How can you seek or give consent before sharing?	How do you respond to pressure, inappropriate contact or concerns around safety?
Autumn 2					
What makes up a <u>persons identity?</u> (inc sexuality)	What factors contribute to our identity? (ethnicity, family, faith, gender, sexuality)	How do individuality and personal qualities make up someone’s identity?	Stereotypes: What are they? Are they always accurate?	Why is important to challenge stereotypes and assumptions? How should we do this?	Circle time – Questions raised throughout the day.
Spring 1					
What decisions can people make with money?	How do people make decisions about spending and saving money?	How can you keep track of your savings and your spends?	Value for money: What is this? How can we recognise this?	Risks: How can money be lost/won/stolen? (links to gambling and safe place to keep money)	How does money affect mood and behaviour? (link to poverty)
Spring 2					
How can we help in an accident or an emergency?	Basic first aid. Burns, scalds, cuts, bleeds, choking, asthma attacks and allergic reactions.		What to do with head injuries? Why?	When to administer first aid and when to seek other help?	The importance of staying calm: How to behave in an emergency situation?
Summer 1					
How can drugs common to everyday life affect health?	How do common everyday drugs (caffeine/ nicotine/ vaping) affect health?	The difference between legal and illegal drugs? Why do some drugs have restrictions?	What purpose to laws around drugs serve? Do they exist to protect us?	Addiction: How/why do drugs become a habit which is difficult to break?	What organisations can help us or others in relations to addiction?
Summer 2					
What jobs would we like?	What are skills, attributes and qualifications? What do we have and what can we get?	How do skills, attributes and qualifications link to career opportunities?	Pathways: What routes can we take to get a job?	Why is it important to question stereotypes about the kinds of jobs people can get/do?	How might you choose your job/career? What might influence you?

Year 6 – Sycamore					
	Lesson 1 9:15 – 9.45	Lesson 2 9.45 – 10.45	Lesson 3 11 – 12	Lesson 4 1 – 2	Lesson 5 2 - 3
Autumn 1					
How do relationships grow as we grow?	What are the different kinds of relationships in your life?	What makes a strong and healthy relationship?	Who can have a relationship?	Can you agree or disagree to a relationship? Being part of a committed and intimate relationship is a choice – all parties have the right to say no. When it is not wanted equally it is a crime.	
Autumn 2					
How can we be healthy as we grow?	How are mental and physical health linked?	What choices support a healthy balanced lifestyle?	How do we manage the influence of others to ensure we make the right choices for ourselves?	How do drugs affect out health? What can we do to manage situations involving health?	What strategies can we use to break unhealthy habits and replace them?
Spring 1					
How does the media influence people?	How can the media and online experiences influence well-being?	What should we share and what shouldn't we share online?	Can we report things shared online which are upsetting or shared without consent?	How reliable are different types of online content? Research and debate.	
Spring 2					
What will change as we become more independent?	What is puberty? How does it relate to growing form childhood to adulthood?	The life cycle of a person: What are our reproductive organs?	What responsibilities and opportunities come with growing up?	How might friendships change and grow as we change and grow?	How can we manage change?
Summer 1					
How can we be healthy as we grow?	What are the early signs of ill-physical and mental health? How do we recognise these?		If you recognise signs of ill-health in yourself or others what can you do?	How do our human support us in staying safe and healthy?	Forced marriage and FGM are against our human rights. What should we do if these rights are at risk?
Summer 2					
How does the media and technology influence people?	How does the media influence people's decisions?	How are images and texts manipulated or invented?	Why does the media use manipulations? Are there any strategies we can use to recognise this?	How is information ranked, selected and targeted to meet people's interests?	Does the media influence people's decisions? Use knowledge from the day? Debate.

Questions

I understand that you may have questions regarding the curriculum or want further information.

If this is the case please email
adminoffice@cherrywood.hants.sch.uk

These emails will be forwarded to myself and I will respond by email or by phone where appropriate.