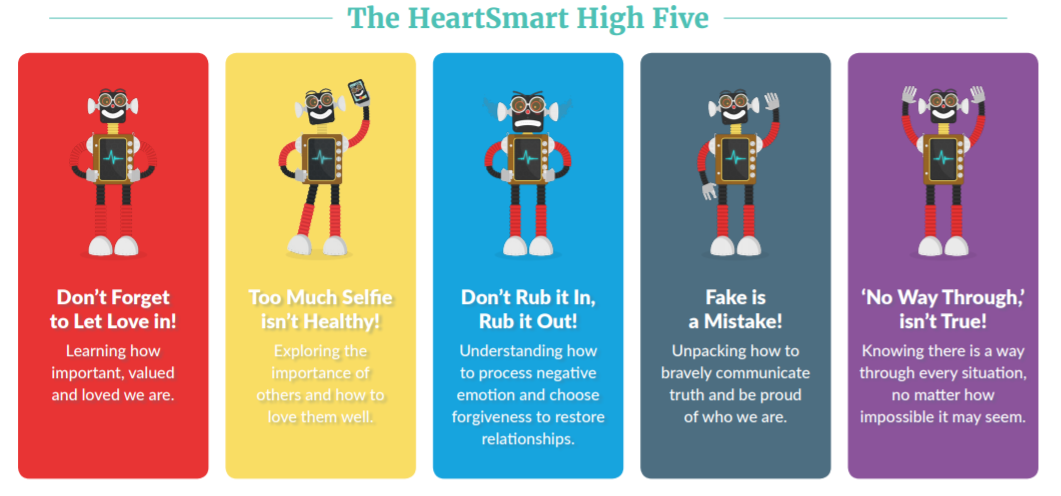
|  |  |  |  |
| --- | --- | --- | --- |
| **RCSAT Relationships, Sex and Health Education (RSHE)**  Long Term Provision | | | |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
|  | **The Right to be Me**  British Value: Individual Liberty  Articles: 7,12,13,15 | **The Right to Learn**  British Value: Democracy  Articles: 28,29,31 | **The Right to be Safe and Healthy**  British Value: Mutual Respect and Tolerance  Articles: 16,17,19,24,27 |
|  | Heartsmart - Weekly  No Outsiders enhanced with P4C | Heartsmart – Weekly  No Outsiders enhanced with P4C | Heartsmart - Weekly  Christopher Winters – SRE |
| EYFS | NSPCC My Pants Are Private  Table Manners including how to use a knife and fork  Hand washing, coughing and sneezing – good practise  Dental visit | | |
| Y1&2 | BRAKE BEEP BEEP - Road Safety [www.brake.org.uk](http://www.brake.org.uk)  Countryside Code  School Nurse – Hygiene, Dental Health  School Grounds project | | |
| Y3&4 | Water Safety - Canal/River/Swimming Pool  Community Environment Project  Railway Safety  Enterprise Project | | |
| Y5&6 | Fire - Smoke Busters visit  Bikeability – Level 1 & Level 2 (Repeat in Y6 if they don’t meet the required standard)  Environmental Project  Fire and personal safety - Safety Central Visit  First Aid Training  Council, MP or Parliament Visit  Barclays Money Skills Project  School Nurse - Puberty | | |
| Whole School | Sports Champions  PCSO Visits and NSPCC Talks School Council, Ethos and Eco Council Events  Countryside Code & Community Events  Change 4 Life Days | | |

**Online Safety covered as part of our Computing Curriculum (Purple Mash Scheme of Work)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Heartsmart – Mental Health & Resilience**  *It equips our children with foundational principles, skills, habits and a mind-set which will improve their mental health, relationships and academic achievement.* | | | | | | |
| Theme | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Get Heartsmart! | Don’t Forget  to Let Love In! | Too Much Selfie  Isn’t Healthy! | Don’t Rub it in,  Rub It Out! | Fake Is a Mistake! | No Way Through  Isn’t True! |
| Y1 | A1, B8, B10, C5 | AC, B4, B8, C5 | A3, B3, B9, C5 | A1, B6, C5 | A1, B4, C2, 5 | A2, B6, C2, C5 |
| Y2 | B3, B6, C1, C4 | B6a, B9, C2, C3 | B3, B6, C3, C7 | B1, B9, C1 | B3, B8, C4 | B3, B9, C4a, C7 |
| Y3 | A2, B4, C7 | A2, B5, B10, C1 | A2, B2, B5, B10 | A2, B4, C3 | A2, B6, C1 | A1, B5, B10 |
| Y4 | B2, B7, C3 | B1, B7, B10, C6 | B2, B8, C2, C4 | B2, B7, C7 | B2, B9, C6 | B2, B7, C1, C4b |
| Y5 | A3, B5, C2 | A1, B3, B8, C7 | A1, B4, C1 | A3, B5, C2, C4 | A3, B5, C7 | A3, B4, C3, |
| Y6 | B1, B9, C6 | B2, B3, B6b, C4 | B1, B7, C6 | B3, B8, B10, C6 | B1, B7, B10, C3 | B1, B8, C6 |
| All | Plenary - Unit D to be included with every theme of work | | | | | |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No Outsider In Our School – Everyone is welcome in our school.**  *Ensuring our children are excited about living in a community full of difference and diversity.* | | | | | |
| R | A picture containing text, container, can  Description automatically generated | A picture containing text  Description automatically generated | A picture containing logo  Description automatically generated | Diagram  Description automatically generated | A picture containing text, person, book  Description automatically generated |
| Learning Intention: To say what I think. | Learning Intention: To understand that it’s okay to like different things. | Learning Intention: To make friends with different people. | Learning Intention: To understand that all families are different. | Learning Intention: To celebrate my family. |
| Y1  (A) |  | Ten Little Pirates | My Grandpa Is Amazing | Max the Champion | My World, Your World |
| Learning Intention: To like the way I am. | Learning Intention: To play with boys and girls. | Learning Intention: To recognise that people are different ages. | Learning Intention: To understand that our bodies work in different ways. | Learning Intention: To understand that we share the world with lots of people. |
| Y2  (B) | The Great Big Book of Families | The First Slodge | The Odd Egg | Just Because | Blown Away: The Waterstones Children’s Book Prize-winning story from the bestselling Rob Biddulph, creator of the internet... |
| Learning Intention: To understand what diversity is. | Learning Intention: To understand how we share the world. | Learning Intention: To understand what makes someone feel proud. | Learning Intention: To feel proud of being different. | Learning Intention: To be able to work with everyone in my class. |
| **No Outsider In Our School – Everyone is welcome in our school.**  *Ensuring our children are excited about living in a community full of difference and diversity.* | | | | | |
| Y3  (A) | Oliver | This Is Our House: 1 | Two Monsters: 35th Anniversary Edition | The New Jumper (The Hueys) | Beegu |
| Learning Intention: To understand how differences can affect someone. | Learning Intention: To understand what ‘discrimination’ means. | Learning Intention: To find a solution to a problem. | Learning Intention: Use strategies to help someone who feels different. | Learning Intention: To be welcoming. |
| Y4  (B) | Dogs Don't Do Ballet | King and King | The Way Back Home: Oliver Jeffers | The Flower (Child's Play Library) | Red: A Crayon's Story |
| Learning Intention: To know when to be assertive. | Learning Intention: To understand why people choose to get married. | Learning Intention: To overcome language as a barrier. | Learning Intention: To ask questions. | Learning Intention: To be who you want to be. |



|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No Outsider In Our School**  *Ensuring our children are excited about living in a community full of difference and diversity.* | | | | | |
| Y5 | Where The Poppies Now Grow:. CARNEGIE & KATE GREENAWAY MEDAL Nominees 2015 (Poppy) | Rose Blanche | How to Heal a Broken Wing: 1 | The Artist Who Painted a Blue Horse: Written by Eric Carle, 2011 Edition, (1st Edition) Publisher: Philomel Books [Hardcover] | And Tango Makes Three (Classic Board Books) |
| Learning Intention: To learn from the past. | Learning Intention: To justify my actions. | Learning Intention: To recognise when someone needs help. | Learning Intention: To appreciate artistic freedom. | Learning Intention: To accept people who are different from me. |
| Y6 | My Princess Boy | The Whisperer | The Island | By Robert Munsch Love You Forever by Munsch, Robert ( Author ) ON Dec-31-1986, Paperback | Dreams of Freedom |
| Learning Intention: To promote diversity. | Learning Intention: To stand up to discrimination. | Learning Intention: To challenge the cause of racism. | Learning Intention: To consider how my life may change when I grow up. | Learning Intention: To recognise freedom. |



|  |  |
| --- | --- |
| **Sex & Relationships Education**  *Christopher Winters Programme 2019* | |
| R | **Theme: Family and Friends**  To recognise the importance of friendship  To recognise the importance of saying sorry and forgiveness  To recognise that all families are different |
| 1 | **Theme: Growing & Caring For Ourselves**  To understand that we are all different but can still be friends  To discuss how children grow and change  To explore different types of families and who to ask for help  To identify who can help when families make us feel unhappy or unsafe |
| 2 | **Theme: Differences**  To introduce the concept of gender stereotypes  To identify differences between males and females  To explore some of the differences between males and females and to understand how this is part of the lifecycle |
| 3 | **Theme: Valuing Differences & Keeping Safe**  To identify that people are unique and to respect those differences  To explore the differences between male and female bodies  To consider appropriate and inappropriate physical contact and consent  To explore different types of families and who to go to for help and support |
| 4 | **Theme: Growing Up**  To explore the human lifecycle  To identify some basic facts about puberty  To explore how puberty is linked to reproduction  To explore respect in a range of relationships  To discuss the characteristics of healthy relationships |
| 5 | **Theme: Puberty**  To explore the emotional and physical changes occurring in puberty  To understand male and female puberty changes in more detail  To explore the impact of puberty on the body and the importance of physical hygiene  To explore ways to get support during puberty |
| 6 | **Theme: Puberty, Relationships & Reproduction**  To consider puberty and reproduction  Exploring the importance of communication and respect in relationships  To consider different ways people might start a family  To explore positive and negative ways of communicating in a relationship |

