

RSE	LONG TERM PLAN		
	Autumn Term	Spring Term	Summer Term
THEME	RELATIONSHIPS	HEALTH & WELLBEING	LIVING IN THE WIDER WORLD
Year 1	<p>Be Yourself</p> <p>Aim: Enable children to recognise their personal qualities and appreciate their individuality.</p>	<p>It's My Body</p> <p>Aim: Children to explore choices they can make to look after their bodies. This includes learning about personal hygiene and keeping clean.</p>	<p>Money Matters</p> <p>Aim: Encourage children to think about where money comes from and how it can be used.</p>
Year 2	<p>Growing Up</p> <p>Aim: Introduce children to how they grow and change emotionally and physically amongst different types of families.</p>	<p>Safety First</p> <p>Aim: Children will learn about people who can help them to stay safe and how the Underwear rule helps them to recognise what is private.</p>	<p>One World</p> <p>Aim: Encourage children to compare their family home, life and school with those from around the world and respect differences.</p>
Year 3	<p>Be Yourself</p> <p>Aim: Enable children to develop the confidence to identify their strengths and achievements, explore their thoughts and feelings as well as how to rectify their own mistakes. Children consider situations which ignite a range of feelings including bereavement at an age-appropriate level.</p>	<p>It's my Body</p> <p>Aim: To develop an understanding of safer choices to look after their bodies linked with sleep, cleanliness, exercise and substances. This includes extending our understanding of personal hygiene to learn about both oral hygiene and the importance of good everyday hygiene habits to limit the spread of infection.</p>	<p>Diverse Britain</p> <p>Aim: Enable children to be respectful of differences linked to the British Values.</p>
Year 4	<p>Growing Up</p> <p>Aim: Building on prior knowledge, children to learn about the role of the male and female body in human reproduction alongside different relationships.</p>	<p>Safety First</p> <p>Aim: Children will learn about everyday hazards and the consequent decisions they can make to keep themselves safe.</p>	<p>Respecting Rights</p> <p>Aim: Enable children to recognise that <u>all</u> people have human rights and how they can make choices to respect other people's rights.</p>
Year 5	<p>Be Yourself</p> <p>Aim: Children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. Children deepen their understanding of a range of feelings and apply these to change including transitions between key stages, loss, separation, divorce or bereavement.</p>	<p>It's my Body</p> <p>Aim: Children to learn how to take care of their bodies independently focussing on the importance of body image, sleep, harmful substances. In addition, they will look at how their body changes during puberty.</p>	<p>Money Matters</p> <p>Aim: Encourages children to think about how money is used in the wider world. It will explore financial risks and how to avoid these.</p>
Year 6	<p>Growing Up</p> <p>Aim: Building on prior knowledge, children to develop an understanding of positive body image and stereotypes. They will also learn about different types of relationship including sexual relationships and health.</p>	<p>Safety First</p> <p>Aim: Children will learn what to do in an emergency, if they feel danger and how to keep themselves safe with particular focus on e-safety.</p>	<p>One World</p> <p>Aim: Enable children to explore the ideas of sustainability, the use of the earth's natural resources and the harmful effects of global warming.</p>

<h2 style="margin: 0;">ASSESSMENT END POINTS</h2> <h3 style="margin: 0;">RSE</h3>

By the end of ...	Knowledge End Points
Year 1	<p>Families and People who care:</p> <ul style="list-style-type: none"> ✓ Children can confidently talk about belonging to different groups and communities such as family and school. ✓ Children will be able to name at least 2 people who look after them, their family networks, who to go to if they are worried and how to attract their attention. <p>Caring Friendships:</p> <ul style="list-style-type: none"> ✓ Children will be able to give at least 1 example of what is fair and unfair, kind and unkind, what is right and wrong. <p>Respectful Relationships:</p> <ul style="list-style-type: none"> ✓ Children will be able to respect the school ethos and daily classroom routines. ✓ Understand the importance of self-respect and how this links to their own happiness. ✓ Children will be able to recognise, name and describe at least 2 feelings. ✓ Children will be able to name what helps them to feel good, or better if not feeling good. <p>Online Relationships:</p> <ul style="list-style-type: none"> ✓ Children will 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>Being Safe:</p> <ul style="list-style-type: none"> ✓ Children will be able to name at least 2 people who look after them, their family networks, who to go to if they are worried and how to attract their attention. ✓ Children will be able to recognise scientific names for male and female body parts. ✓ Children know what 'no' and 'stop' mean. ✓ Children will be able to name 2 ways to keep their body healthy. ✓ Children will be able to discuss what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. ✓ Children will be able to discuss at least 1 way to keep money safe.

Year 2

Families and People who care:

- ✓ Children will be able to identify, respect and name at least 2 differences and similarities between people.
- ✓ Children will be able to talk about the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Caring Friendships:

- ✓ Children will talk about ways their behaviour can affect other people and give at least 1 example.
- ✓ Children will be able to name at least 1 of their special people (family, friends, carers), and give 1 reason for what makes them special and how special people should care for one another.
- ✓ Children will talk about how people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).
- ✓ Children will be able to name at least 2 different types of teasing and bullying and understand that these are wrong and unacceptable.

Respectful Relationships:

- ✓ Children will be recognise that different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group).
- ✓ Children will recognise that it is ok to need help with feelings and that they can ask someone they trust for help.
- ✓ Children will be able to identify and respect the differences and similarities between people. They will show this by naming 1 example.
- ✓ Children will be able to name at least 2 different types of teasing and bullying, to understand that these are wrong and unacceptable.
- ✓ Children will explain at least 2 strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

Online Relationships:

- ✓ Children will understand rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety.

Being Safe:

- ✓ Children will be able to discuss what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.
- ✓ Children will be able to identify at least 2 ways they have changed since they were a baby.
- ✓ Children will be able to talk about what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

	<ul style="list-style-type: none"> ✓ Children know who to tell if they are worried that the rules about respecting other people and their bodies have been broken.
<p>Year 3</p>	<p>Families and People who care:</p> <ul style="list-style-type: none"> ✓ Children to talk about the different types of relationships, including those between acquaintances, friends, relatives and families. <p>Caring Friendships:</p> <ul style="list-style-type: none"> ✓ Children will be able to name at least 1 example of what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. ✓ Children will be able to give at least 1 example of how to resolve disputes and conflict through negotiation and appropriate compromise. <p>Respectful Relationships:</p> <ul style="list-style-type: none"> ✓ Children will be able to talk about how their personal attributes, strengths, skills and interests contribute to their self-esteem ✓ Children will be involved in setting goals for themselves. ✓ Children will learn how to manage when there are set-backs and learn from mistakes. ✓ Children will be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and views. ✓ Children will be able to talk about the British Values. <p>Online Relationships:</p> <ul style="list-style-type: none"> ✓ Children will be able to name at least 1 person who is responsible for helping them stay healthy and safe. They can name at least 1 way they can help these people keep them healthy and safe. <p>Being Safe:</p> <ul style="list-style-type: none"> ✓ Children will be able to talk about, and give at least 1 example of, people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

Year 4

Families and People who care:

- ✓ Children will be able to identify at least 1 person that they can talk to about their changing body if they feel they need to.

Caring Friendships:

- ✓ Children will be able to give at least 1 example of ways in which a relationship can be unhealthy (peer pressure, a dare) and whom to talk to if they need support.

Respectful Relationships:

- ✓ Children will describe what a stereotype is and understand that stereotypes can be harmful.
- ✓ Children will know what human rights are and give 1 example.
- ✓ Children will understand personal boundaries; to identify what people might be willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.
- ✓ Children will understand that they can choose not to do something that makes them feel uncomfortable (online or offline).

Online Relationships:

- ✓ Children will be able to give at least 1 strategy for keeping safe online (including the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others).
- ✓ Children will understand what to do if they experience or see bullying online.
- ✓ Children will understand the importance of showing kindness and respect at all times, especially online, and know who to tell if someone does not show them kindness or respect.

Being Safe:

- ✓ Children will be name at least 1 occasion when they might need or have needed help and show they are able to ask for help.
- ✓ Children will be able to talk about and responds to examples of what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.
- ✓ Children will be able to name at least 2 differences between male and female bodies and their role in reproduction.

Year 5

Families and People who care:

- ✓ Children will be able to name different people they can speak to about any concerns.
- ✓ Children will be able to recognise consent, autonomy and people who can help them answer questions about these ideas.

Caring Friendships:

- ✓ Children will be able to create at least 1 resolution for different 'tricky' situations which involve a range of emotions.

Respectful Relationships:

- ✓ Children will name at least 2 factors which contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).
- ✓ Children will be able to explain how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex).
- ✓ Children will be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own 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 .

Online Relationships:

- ✓ Children will give at least 2 examples of occasions when images in the media (and online) do not reflect reality.
- ✓ Children will describe how to report concerns and get support to hurtful behaviour experienced or witnessed online or offline (including teasing, name-calling, bullying, trolling, harassment or the deliberate exclusion of others).

Being Safe:

- ✓ Children will be able to name at least 2 choices they make daily to stay healthy.
- ✓ Children will recognise what it means to be a 'critical consumer' and will be able to describe the 'value of money'.

Year 6

Families and People who care:

- ✓ Children will be able to explain that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

Caring Friendships:

- ✓ Children will be able to talk about 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).
- ✓ Children will be able to name and talk about bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

Respectful Relationships:

- ✓ Children will begin to recognise and name at least 1 example of what stereotypes are and how they are not always accurate and can negatively influence behaviours and attitudes towards others.
- ✓ Children will start to challenge stereotypes and assumptions about others.
- ✓ Children will begin to recognise and name at least 1 example of what stereotypes are and how they are not always accurate and can negatively influence behaviours and attitudes towards others.
- ✓ Children will start to challenge stereotypes and assumptions about others.
- ✓ Children can confidently manage pressure to get involved in risky situations and seek help if needed. (Harassment/peer-pressure)

Online Relationships:

- ✓ Children will talk about (with examples) how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources (including people they know and the media).
- ✓ Children will be able to identify who they can tell if they see something online which confuses, worries or upsets them.

Being Safe:

- ✓ Children will be able to give at least 1 example of and explain the difference between 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.
- ✓ Children will be able to explain 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.
- ✓ Children will be able to recall the number to dial in an emergency and explain which situations constitute an emergency.