

RSE Curriculum Objectives 2022-2023

	<p>By the end of primary school pupils should know:</p>
<p style="text-align: center;">EYFS Framework / National Curriculum Objectives</p>	<p>Families and People Who Care For Me</p> <ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • 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. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy <p>Caring Relationships</p> <ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <p>Respectful Relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults. <p>Online Relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online. <p>Being Safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.

Please note these objectives cover both PSHE and RSE. The progression documents below have been separated into the two subjects.

Redwell RSE LTP 2022-2023

		R	1	2	3	4	5	6
Myself and My Relationships Beginning and Belonging	Knowledge	<ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? SR • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? SR • How can I show I am listening to an adult? SR • What can help me to follow instructions? SR 	<p>Do I understand simple ways to help my school feel like a safe, happy place? RR</p> <ul style="list-style-type: none"> • How can I get to know the people in my class? CF • How do I feel when I am doing something new? MW • How can I help someone feel welcome in class? MW • What helps me manage in new situations? MW • Who can help me at home and at school? BS 		<ul style="list-style-type: none"> • What is my role in helping my school be a place where we can learn happily and safely? RR • How can we build relationships in our class and how does this benefit me? CF • What does it feel like to be new or to start something new? MW • How can I help children and adults feel welcome in school? RR • What helps me manage a new situation or learn something new? MW • Who are the different people in my network who I can ask for help? BS 		<ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS 	
	Skills	<p>I can say what is special about me and about other people in my class. I can talk about how to welcome new people to my class. I can say how the way I behave can change how others feel. I can say some classroom rules and why they are important. I can take turns, share and listen to others.</p>	<p>Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Understand the agreed ground rules <input checked="" type="checkbox"/> Be able to name the other children in their class and to take part in relationship building activities <input checked="" type="checkbox"/> Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome <input checked="" type="checkbox"/> Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help <input checked="" type="checkbox"/> Be able to show some simple strategies for helping other people who need support. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class <input checked="" type="checkbox"/> Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school <input checked="" type="checkbox"/> Be able to identify people at home, at school and in other contexts of their lives to include in their support networks <input checked="" type="checkbox"/> Know how they can access support and some ways they can help other people. 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn <input checked="" type="checkbox"/> Know the names of everyone in their class and be able to build new relationships <input checked="" type="checkbox"/> Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions <input checked="" type="checkbox"/> Be able to identify a range of people in their Network of Support, and know how to access help and support <input checked="" type="checkbox"/> Have ideas for helping new people feel welcome, and be able to offer support to others who need help. 	

Myself and My Relationships My Emotions		Knowledge							
Skills		<ul style="list-style-type: none"> • Can I recognise and talk about my feelings? SR • Can I recognise emotions in other people and say how they might be feeling? SR • Do I know what might cause different emotions in myself and other people? SR • How might I and others feel when things change? SR • What are some simple ways to help myself feel better? SR • How can I help other people feel better? SR • What could I do when things are difficult for me? MS 	<ul style="list-style-type: none"> • What am I good at and what is special about me? RR • How can I stand up for myself? RR • Can I name some different feelings? MW • Can I describe situations in which I might feel happy, sad, cross etc? MW • How do my feelings and actions affect others? MW • How do I manage some of my emotions and associated behaviours? MW • What are the different ways people might relax and what helps me to feel relaxed? MW • Who do I share my feelings with? MW 			<ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR 		<ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW 	
	<p>I can say how I am feeling and how someone else might be feeling.</p> <p>I can say what might cause different feelings.</p> <p>I can say how I feel when things change or when I lose something.</p> <p>I can say some ways to help myself feel better.</p> <p>I can say some ways I might help someone else feel better.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to describe how they are feeling, including how strong that feeling is <input type="checkbox"/> Be able to recognise feelings in others <input type="checkbox"/> Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves <input type="checkbox"/> Know that there is a link between thoughts, feelings and behaviour <input type="checkbox"/> Begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind <input type="checkbox"/> Have developed some understanding of the difference between behaviour which is impulsive and that which is considered <input type="checkbox"/> Know what it feels and looks like to be assertive. 			<ul style="list-style-type: none"> <input type="checkbox"/> Be able to recognise and communicate how they are feeling <input type="checkbox"/> Be able to recognise and describe feelings in others, and show care towards them <input type="checkbox"/> Have developed some strategies to be able to move from an uncomfortable state to a more positive one <input type="checkbox"/> Be able to explain what is meant by 'mental wellbeing' <input type="checkbox"/> Know who to approach and how to get support with their emotions <input type="checkbox"/> Recognise their own personal strengths and qualities <input type="checkbox"/> Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive <input type="checkbox"/> To understand what is meant by "over-reacting", and to be able to show understanding towards themselves and others <input type="checkbox"/> Know what it feels and looks like to be assertive and when it might be appropriate. 		<ul style="list-style-type: none"> <input type="checkbox"/> Be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions <input type="checkbox"/> Understand that we are responsible for our actions, although not for our feelings <input type="checkbox"/> Be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is <input type="checkbox"/> Be able to describe some self-care strategies, and say which ones tend to work for them <input type="checkbox"/> Understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness <input type="checkbox"/> Explain the concepts of identity and self-respect <input type="checkbox"/> Be able to suggest when they might need to seek help, who to approach, and how they might do this. 		

Myself and My Relationships Family and Friends

Knowledge	<ul style="list-style-type: none"> • Who are my special people and why are they special to me? BR • Who is in my family and how do we care for each other? BR • What is a friend and how can I be a good one? BR • How do I make new friends? BR • How can I respect my own needs and the needs of others? BR • How can I make up with friends when I have fallen out with them? BR • How does what I do affect others? BR • Do I know what to do if someone is unkind to me? SR 	<ul style="list-style-type: none"> • Can I describe what a good friend is and does and how it feels to be friends? CF • Why is telling the truth important? CF • What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF • How can I try to mend friendships if they have become difficult? CF • What is my personal space and how do I talk to people about it? BS • Who is in my family and how do we care for each other? FP • Who are my special people, why are they special and how do they support me? CF 		<ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP 			<p>What are the characteristics of healthy friendships on and offline and how do they benefit me? CF</p> <ul style="list-style-type: none"> • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR
Skills	<p>I can say who my special people are and why they are special.</p> <p>I can name the people in my family and say how we care for each other.</p> <p>I can say what a good friend is like.</p> <p>I can explain how I could make new friends and talk about some of my friends.</p> <p>I can say some ways of making up with friends when we fall out.</p> <p>I know some things I can do if someone is unkind to me.</p>	<ul style="list-style-type: none"> ☑ Be able to describe some of the qualities of friendship and skills for making friends. ☑ Have developed some strategies for managing when friendships are difficult ☑ Understand that there are different family patterns ☑ Be able to describe what is special about their own family and its members, and about other people they know. 		<ul style="list-style-type: none"> ☑ Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline ☑ Understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships ☑ Be able to describe some emotions felt by people experiencing friendship challenges and the causes of these ☑ Be able to describe some ways families offer support in tough times ☑ Be able to identify special people in their networks and know from whom and how to access support. 			<ul style="list-style-type: none"> ☑ Describe aspects of healthy and unhealthy relationships, online and offline ☑ Have developed ways of beginning new friendships and maintaining existing ones, on and offline ☑ Have strategies for managing some of the pressures in friendships and family relationships ☑ Understand when consent should be sought and given in their current relationships, on and offline ☑ Be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges ☑ Understand how families can support each other through periods of change or pressure.

Myself and My Relationships Anti-Bullying		Knowledge			<ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF • What does my school do to stop bullying? RR 		<ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR 	<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 	
	Skills			<ul style="list-style-type: none"> ☑ Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying ☑ Be starting to understand that sometimes people are bullied because they may be different in some way from others ☑ Be able to describe how it feels to be bullied or see someone else being bullied ☑ Be starting to demonstrate simple ways of responding to bullying including by being assertive ☑ Be able to demonstrate how to be kind to children who are being bullied ☑ Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur. 		<ul style="list-style-type: none"> ☑ Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying ☑ Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life ☑ Be able to describe how those involved in bullying including those who bully others may feel ☑ Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation ☑ Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur. 	<ul style="list-style-type: none"> ☑ Be able to describe the key characteristics and forms of bullying ☑ Be able to talk about personal reasons why someone may engage in bullying ☑ Be beginning to identify and describe specific types of prejudice driven bullying ☑ Be able to describe the different roles of those involved in a bullying situation ☑ Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied ☑ Be able to describe confidently and demonstrate a number of assertiveness techniques ☑ Be beginning to identify places where bullying may take place in the community. 		

Myself and My Relationships Managing Change	Knowledge			<ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? MW • How do friendships change? CF • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW • How might people feel when they lose a special possession? • When can I make choices about changes? 	<ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? 		<ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW 	
	Skills			<ul style="list-style-type: none"> <input type="checkbox"/> Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements <input type="checkbox"/> Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't <input type="checkbox"/> Identify changes that they or other children might experience in their lives, including how friendships might change <input type="checkbox"/> Name some emotions they or others might feel at particular times of change <input type="checkbox"/> Suggest some strategies they might use to cope with times of change, including approaching others for help <input type="checkbox"/> Know that change can be positive and something to look forward to. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future <input type="checkbox"/> Be able to explain why friendships might change and how I might cope with these changes <input type="checkbox"/> Describe possible feelings linked to loss and change, and understand that these feelings can change over time <input type="checkbox"/> Suggest how someone might feel and behave when someone they love dies <input type="checkbox"/> Have some strategies for coping with feelings related to changes in their lives <input type="checkbox"/> Know who to approach for support with changes and associated feelings and how they might approach them <input type="checkbox"/> Give some examples of temporary and permanent, as well as planned and unplanned changes <input type="checkbox"/> Be able to explain how sometimes change can be a positive experience and something to look forward to. 		<ul style="list-style-type: none"> <input type="checkbox"/> Be able to identify a range of situations which involve loss and change <input type="checkbox"/> Recognise emotions associated with loss and change, and understand how these feelings can change <input type="checkbox"/> Be able to identify a range of changes which can happen in families, and talk about how and why their friendships might change <input type="checkbox"/> Be able to identify what might help when experiencing difficult emotions <input type="checkbox"/> Know how they can access support and how they can support other people <input type="checkbox"/> Be able to reflect on their own experiences of change and describe some ways they have affected them <input type="checkbox"/> Have developed strategies for coping with future changes, including transition to secondary school. 	

Redwell RSE Intent 2022-2023

Year Group		R	1	2	3	4	5	6
Autumn 1	Topic	You've Got a Friend in Me	My 5 Senses	Pirates	India	Africa	Macbeth	Woeful Wars
	RSE Focus	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Beginning and Belonging	Myself and My Relationships Anti-Bullying	Myself and My Relationships Beginning and Belonging Myself and My Relationships Managing Change	Myself and my Relationships My Emotions	Myself and My Relationships Beginning and Belonging	
	Knowledge	<ul style="list-style-type: none"> • How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? SR • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? SR • How can I show I am listening to an adult? SR • What can help me to follow instructions? SR 	<ul style="list-style-type: none"> • Do I understand simple ways to help my school feel like a safe, happy place? RR • How can I get to know the people in my class? CF • How do I feel when I am doing something new? MW • How can I help someone feel welcome in class? MW • What helps me manage in new situations? MW • Who can help me at home and at school? BS 	<ul style="list-style-type: none"> • Why might people fall out with their friends? CF • Can I describe what bullying is? RR • Do I understand some of the reasons people bully others? RR • Why is bullying never acceptable or respectful? RR • How might people feel if they are being bullied? MW • Who can I talk to if I have worries about friendship difficulties or bullying? RR • How can I be assertive? RR • Do I know what to do if I think someone is being bullied? RR • How do people help me to build positive and safe relationships? CF • What does my school do to stop bullying? RR 	<ul style="list-style-type: none"> • What is my role in helping my school be a place where we can learn happily and safely? RR • How can we build relationships in our class and how does this benefit me? CF • What does it feel like to be new or to start something new? MW • How can I help children and adults feel welcome in school? RR • What helps me manage a new situation or learn something new? MW • Who are the different people in my network who I can ask for help? BS • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? 	<ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR 	<ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS 	
								<i>Covered through PSHE objectives.</i>

	Skills	<p>I can say what is special about me and about other people in my class.</p> <p>I can talk about how to welcome new people to my class.</p> <p>I can say how the way I behave can change how others feel.</p> <p>I can say some classroom rules and why they are important.</p> <p>I can take turns, share and listen to others.</p>	<p>Be able to take part in discussions about behaviour that helps the classroom feel a safe and happy place to learn</p> <p><input type="checkbox"/> Understand the agreed ground rules</p> <p><input type="checkbox"/> Be able to name the other children in their class and to take part in relationship building activities</p> <p><input type="checkbox"/> Be able to describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome</p> <p><input type="checkbox"/> Be able to identify people in their 'Network of Support' who can help them if they are worried or need support, and know how to ask for help</p> <p><input type="checkbox"/> Be able to show some simple strategies for helping other people who need support.</p>	<p><input type="checkbox"/> Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying</p> <p><input type="checkbox"/> Be starting to understand that sometimes people are bullied because they may be different in some way from others</p> <p><input type="checkbox"/> Be able to describe how it feels to be bullied or see someone else being bullied</p> <p><input type="checkbox"/> Be starting to demonstrate simple ways of responding to bullying including by being assertive</p> <p><input type="checkbox"/> Be able to demonstrate how to be kind to children who are being bullied</p> <p><input type="checkbox"/> Be able to identify places where bullying may occur at school and be starting to suggest simple strategies to help the school feel a safer place where bullying is less likely to occur.</p>	<p><input type="checkbox"/> Be able to identify some changes which have happened in their lives and those of others, and changes which may happen in the future</p> <p><input type="checkbox"/> Be able to explain why friendships might change and how I might cope with these changes</p> <p><input type="checkbox"/> Describe possible feelings linked to loss and change, and understand that these feelings can change over time</p> <p><input type="checkbox"/> Suggest how someone might feel and behave when someone they love dies</p> <p><input type="checkbox"/> Have some strategies for coping with feelings related to changes in their lives</p> <p><input type="checkbox"/> Know who to approach for support with changes and associated feelings and how they might approach them</p> <p><input type="checkbox"/> Give some examples of temporary and permanent, as well as planned and unplanned changes</p> <p><input type="checkbox"/> Be able to explain how sometimes change can be a positive experience and something to look forward to.</p>	<p><input type="checkbox"/> Be able to recognise and communicate how they are feeling</p> <p><input type="checkbox"/> Be able to recognise and describe feelings in others, and show care towards them</p> <p><input type="checkbox"/> Have developed some strategies to be able to move from an uncomfortable state to a more positive one</p> <p><input type="checkbox"/> Be able to explain what is meant by 'mental wellbeing'</p> <p><input type="checkbox"/> Know who to approach and how to get support with their emotions</p> <p><input type="checkbox"/> Recognise their own personal strengths and qualities</p> <p><input type="checkbox"/> Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive</p> <p><input type="checkbox"/> To understand what is meant by "over-reacting", and to be able to show understanding towards themselves and others</p> <p><input type="checkbox"/> Know what it feels and looks like to be assertive and when it might be appropriate.</p>	<p><input type="checkbox"/> Be able to collaborate with other children to develop strategies and approaches to help the classroom feel a safe and happy place to learn</p> <p><input type="checkbox"/> Know the names of everyone in their class and be able to build new relationships</p> <p><input type="checkbox"/> Know how it may feel to be in a new situation in different contexts, and have strategies for managing those emotions</p> <p><input type="checkbox"/> Be able to identify a range of people in their Network of Support, and know how to access help and support</p> <p><input type="checkbox"/> Have ideas for helping new people feel welcome, and be able to offer support to others who need help.</p>	
	Key Vocabulary							
	Assessment							

Redwell RSE Intent 2022-2023

Year Group		R	1	2	3	4	5	6
Autumn 2	Topic	How Far Will I Go?	Explorers	Victorians	India	Rainforests	Anglo-Saxons	Magnificent Mountains
	RSE Focus		Myself and My Relationships My Emotions		Myself and My Relationships Family and Friends	Myself and My Relationships Anti-Bullying	Healthy and Safer Lifestyles Relationships and Sex Education	Myself and my Relationships My Emotions
	Knowledge	<i>Covered through PSHE objectives.</i>	<ul style="list-style-type: none"> • What am I good at and what is special about me? RR • How can I stand up for myself? RR • Can I name some different feelings? MW • Can I describe situations in which I might feel happy, sad, cross etc? MW • How do my feelings and actions affect others? MW • How do I manage some of my emotions and associated behaviours? MW • What are the different ways people might relax and what helps me to feel relaxed? MW • Who do I share my feelings with? MW 	<i>Covered through PSHE objectives.</i>	<ul style="list-style-type: none"> How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people 	<ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR 	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP 	<ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW
Skills	<ul style="list-style-type: none"> ☑ Be able to describe how they are feeling, including how strong that feeling is ☑ Be able to recognise feelings in others ☑ Have developed some strategies to deal with their own strong emotions, including calming and relaxing themselves ☑ Know that there is a link between thoughts, feelings and behaviour ☑ Begin to understand that how they feel can affect how they approach tasks, including learning, and have some strategies for regaining a positive frame of mind ☑ Have developed some understanding of the difference between behaviour which is impulsive and that which is considered ☑ Know what it feels and looks like to be assertive. 		<ul style="list-style-type: none"> ☑ Be able to describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends on and offline • Understand and be able to cope with changes in friendship patterns and know some ways to resolve conflict in friendships • Be able to describe some emotions felt by people experiencing friendship challenges and the causes of these • Be able to describe some ways families offer support in tough times • Be able to identify special people in their networks and know from whom and how to access support. 		<ul style="list-style-type: none"> ☑ Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying ☑ Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life ☑ Be able to describe how those involved in bullying including those who bully others may feel ☑ Be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation ☑ Be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur. 	<ul style="list-style-type: none"> ☑ Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions ☑ Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently ☑ Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others ☑ Understand the importance of washing regularly and of maintaining other hygiene routines during puberty ☑ Understand ways they can prevent the spread of some bacterial and viral diseases. 	<ul style="list-style-type: none"> ☑ Be able to use a range of vocabulary to describe different emotions in themselves & others, including mixed emotions ☑ Understand that we are responsible for our actions, although not for our feelings ☑ Be able to explain what is meant by mental wellbeing, and describe how mental health can vary and how common mental ill health is ☑ Be able to describe some self-care strategies, and say which ones tend to work for them ☑ Understand what is meant by loneliness and suggest some ways to manage feelings of isolation or loneliness ☑ Explain the concepts of identity and self-respect ☑ Be able to suggest when they might need to seek help, who to approach, and how they might do this. 	

	Key Vocabulary		expression, body language, emotions, feelings, behaviour, aware, affect, various emotions words as generated by children, comfortable, uncomfortable, impulsive, quarrel, strategy		dependent, inclusive, face-to-face kindness, on-line kindness, healthy friendships, manipulate, rebuilding relationships, conflict, negotiation, network	peaceful problem solving, I language, mediator, characteristics, early warning signs, diversity, direct, indirect, physical, verbal, cyber-bullying	foreskin, testicles, vulva, vagina, puberty, tampons, pads, sexual organs, menstrual, period, pubic hair, ovaries, womb, fallopian tubes, egg, sperm	negative emotions, positive emotions, emotions vocabulary as generated by children, complex emotions, overwhelming, mental well-being, mental health, mental ill-health, isolation, strong sense of identity, self-respect,
	Assessment							

Redwell RSE Intent 2022-2023

Year Group		R	1	2	3	4	5	6
Spring 1	Topic	To Infinity and Beyond	Fire! Fire!	China	Extreme Earth: Volcanoes & Earthquakes	Fantastic Beasts	Raging Rivers	Vikings
	RSE Focus	<i>Covered through PSHE objectives.</i>	Myself and My Relationships Family and Friends	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	Myself and My Relationships Anti-Bullying	Myself and My Relationships Family and Friends
	Knowledge		<ul style="list-style-type: none"> • Can I describe what a good friend is and does and how it feels to be friends? CF • Why is telling the truth important? CF • What skills do I need to choose, make and develop friendships? CF • How might friendships go wrong, and how does it feel? CF • How can I try to mend friendships if they have become difficult? CF • What is my personal space and how do I talk to people about it? BS • Who is in my family and how do we care for each other? FP • Who are my special people, why are they special and how do they support me? CF 				<ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people's mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR 	<ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? BS • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR
Skills	<ul style="list-style-type: none"> ☑ Be able to describe some of the qualities of friendship and skills for making friends. ☑ Have developed some strategies for managing when friendships are difficult ☑ Understand that there are different family patterns ☑ Be able to describe what is special about their own family and its members, and about other people they know. 	<ul style="list-style-type: none"> ☑ Be able to describe the key characteristics and forms of bullying ☑ Be able to talk about personal reasons why someone may engage in bullying ☑ Be beginning to identify and describe specific types of prejudice driven bullying ☑ Be able to describe the different roles of those involved in a bullying situation ☑ Be able to describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied ☑ Be able to describe confidently and demonstrate a number of assertiveness techniques ☑ Be beginning to identify places where bullying may take place in the community. 	<ul style="list-style-type: none"> ☑ Describe aspects of healthy and unhealthy relationships, online and offline ☑ Have developed ways of beginning new friendships and maintaining existing ones, on and offline ☑ Have strategies for managing some of the pressures in friendships and family relationships ☑ Understand when consent should be sought and given in their current relationships, on and offline ☑ Be able to describe how communication skills, empathy and compromise can reduce familiar relationship challenges ☑ Understand how families can support each other through periods of change or pressure. 					

	Key Vocabulary		communities, positive feelings, emotions , circle of feelings, truthful, trustworthy, facial expression, eye-contact, advice, complement, encourage, solution				Calming techniques, peaceful problem solving, key characteristics, cyber bullying, physical, verbal, indirect, power imbalance, perpetrators,, define, respond, negative enquiry, network of support	characteristics, qualities, healthy friendships, agony aunt/uncle, trustworthy, untrustworthy, loyal, disloyal, demands, conflict, perspective, empathy, compromise, consent, reputable
	Assessment							

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Year Group		R	1	2	3	4	5	6	
Spring 2	Topic	The Land Before Time	How does our food grow?	Arctic/Antarctic	Robots	Romans	Ancient Greeks	Frozen Kingdoms	
	RSE Focus								
	Knowledge	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>
	Skills								
	Key Vocabulary								
	Assessment								

Redwell RSE Intent 2022-2023

Year Group		R	1	2	3	4	5	6
Summer 1	Topic	Rumble in the Jungle	Toy Story	Houses and Homes	South America / Bean to Bar	Tudors	Space	British Empire
	RSE Focus	<i>Covered through PSHE objectives.</i>	Healthy and Safer Lifestyles Relationships and Sex Education	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	Healthy and Safer Lifestyles Relationships and Sex Education	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>
	Knowledge		<ul style="list-style-type: none"> • What are the names of the main parts of the body? BS • What can my amazing body do? • When am I in charge of my actions and my body? BS • How can I keep my body clean? HP • How can I avoid spreading common illnesses and diseases? HP 			<ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP 		
	Skills		<ul style="list-style-type: none"> ☑ Be able to recognise names for the main external parts of the body ☑ Be able to name the sexual parts with growing confidence using colloquial and scientific words with trusted adults ☑ Be able to describe what their bodies can do and understand how amazing their body is ☑ Show some understanding that their body belongs to them ☑ Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease. 			<ul style="list-style-type: none"> ☑ Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy ☑ Be able to explain that a baby grows from a male seed and a female egg ☑ Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood ☑ Be able to identify an area for which they can take more responsibility ☑ Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself. 		
	Key Vocabulary		Vagina, testicle, penis, vulva					
Assessment								

Redwell RSE Intent 2022-2023

Year Group		R	1	2	3	4	5	6
Summer 2	Topic	Once upon a time	What a Wonderful World (Gambia)	Madagascar	Ancient Egypt	Street Life	Endangered Earth	Mayans
	RSE Focus			Myself and My Relationships Managing Change Healthy and Safer Lifestyles Relationships and Sex Education	Healthy and Safer Lifestyles Relationships and Sex Education		Myself and My Relationships Managing Change	Healthy and Safer Lifestyles Relationships and Sex Education
	Knowledge	<i>Covered through PSHE objectives.</i>	<i>Covered through PSHE objectives.</i>	<ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? MW • How do friendships change? CF • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW • How might people feel when they lose a special possession? • When can I make choices about changes? • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? FP • Which stable, caring relationships are at the heart of families I know? FP • What are my responsibilities now I'm growing up? CAB 	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP 	<i>Covered through PSHE objectives.</i>	<ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW 	<ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP

	Skills		<ul style="list-style-type: none"> ☑ Be able to talk about ways in which they have changed since they were babies as well as identifying recent achievements ☑ Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't ☑ Identify changes that they or other children might experience in their lives, including how friendships might change ☑ Name some emotions they or others might feel at particular times of change ☑ Suggest some strategies they might use to cope with times of change, including approaching others for help ☑ Know that change can be positive and something to look forward to 	<ul style="list-style-type: none"> ☑ Be able to use the scientific terms penis, testicles/testes, breast and vulva/vagina and explain which parts are male and which are female (please select the relevant vocabulary your school is using) ☑ Be able to give several examples of the capabilities of their own bodies ☑ Be able to describe familiar hygiene routines and understand the reasons for doing these things ☑ Be able to anticipate new responsibilities for their personal hygiene ☑ Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness. 		<ul style="list-style-type: none"> ☑ Be able to identify a range of situations which involve loss and change ☑ Recognise emotions associated with loss and change, and understand how these feelings can change ☑ Be able to identify a range of changes which can happen in families, and talk about how and why their friendships might change ☑ Be able to identify what might help when experiencing difficult emotions ☑ Know how they can access support and how they can support other people ☑ Be able to reflect on their own experiences of change and describe some ways they have affected them ☑ Have developed strategies for coping with future changes, including transition to secondary school. 	<ul style="list-style-type: none"> ☑ Be able to describe the main stages of sexual reproduction, using some scientific vocabulary ☑ Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively ☑ Understand that puberty affects people in different ways, both physically and emotionally ☑ Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt or upset ☑ Describe some characteristics of loving, trusting relationships ☑ Understand a few reasons a couple might choose to have children ☑ Show awareness of some family structures which are different from their own. 	
		Key Vocabulary		Stable, relationship, responsibilities, growing, babies				
		Assessment						