

Curriculum overview- RSHE statutory guidance mapping (Redwood Year A)

Redwood A		RSHE guidance
Autumn 1		Pupils should be taught: - the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
Autumn 2		Pupils should be taught the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Spring 1		Pupils should be taught: - that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
Spring 2		Pupils should be taught: - that for most people the internet is an integral part of life and has many benefits. - about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. - how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - why social media, some computer games and online gaming, for example, are age restricted. - that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. - how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. - where and how to report concerns and get support with issues

Summer 1		Pupils should be taught: - the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. - practical steps they can take in a range of different contexts to improve or support respectful relationships - 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. - 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. - 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. - the importance of self-respect and how this links to their own happiness. - the importance of permission-seeking and giving in relationships with friends, peers and adults - 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 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
Summer2		Pupils should be taught: - to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. - how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. - how to judge whether what they are feeling and how they are behaving is appropriate and proportionate - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. - isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

Curriculum overview- End point objective and vocab

Redwood A	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; • what they like about themselves and how these things can benefit the people around them. • what makes up their identity and why their identity is important. • that identity can change and some of the reasons for this. • to consider how biases form and how people may influence others. • some strategies that can help them to avoid negative influences and how to seek help if something online is having a negative impact on their feelings.	online, identity, representation, similar, different, influence, bias, peer pressure, persuasion, impact, negative,
Autumn 2	By the end of Autumn 2 pupils will learn; • the rules and laws around smoking and the effects and consequences of choosing to smoke/vape. • to consider their own attitudes towards smoking/vaping and what some of the myths and misconceptions are. • about passive smoking and how smoking can affect others. • To consider why it might be difficult to stop smoking and where people can access help. • about legal and illegal drugs and substances, including medicines. • To consider why people use drugs and the effects of these on health and well-being. • the benefits and risk of taking drugs and consider what might influence our attitude towards drugs.	smoking, vaping, e-cigarettes, tar, nicotine, rules, laws, passive smoking, drug, substances, medicine, legal, illegal, effects, harmful, risk, benefits, help, support, advice
Spring 1	By the end of Spring 1 pupils will learn; • what self-esteem is and how it is developed. • To consider the difference between image and identity and how this can affect self-esteem. • to consider the relationship between self-esteem and a healthy body image. • what might contribute to low self-esteem and what strategies we can use to raise self-esteem for ourselves and others. • how they can have a positive influence on self-esteem and how they can support someone who is at risk of using unhealthy coping strategies. • how their feelings and actions can affect others and where they can seek help and guidance for themselves and others.	self-esteem, self-worth, self-concept, confidence, proud, impact, positive, negative, healthy, unhealthy, image, identity, difference, influence, cope, strategies, help, advice, support, guidance

Spring 2	By the end of Spring 2 pupils will learn; • what is meant by privacy and privacy settings • appropriate methods of sharing information • rules and safe practices when sharing information • what social media platforms are how they are used • age restrictions • to develop safe ways to use the internet and age-appropriate platforms.	Social media platforms, Age restrictions, Digital devices, Search functionality ,Consent, Private, privacy, privacy settings, Screengrab, respect, Inappropriate, kindness
Summer 1	By the end of Summer 1 pupils will learn; • the characteristics of positive and healthy including: trust, respect, honesty, kindness, generosity, boundaries, privacy and consent. • to identify practical steps they can take in a range of different contexts to improve or support respectful relationships. • 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. • how people can actively communicate and recognise consent from others	healthy, unhealthy, friendship, Permission, asking, consent, yes, no, maybe, Personal space, personal boundaries, permission, respect, Appropriate, inappropriate, touch, permission, personal boundaries, feeling
Summer 2	By the end of Summer 2 pupils will learn; • what feelings and emotions are associated with change and how they can make us behave. • to consider some of strategies they can use to help them deal with change. • to identify their personal strengths and achievements and those of their peers. • To consider how to transfer their strengths to their new school to help them cope with the change and what they may need support with. • to identify the positive memories they have of primary school and the opportunities that change can give them.	feelings, emotions, mixed feelings, memories, change, transition, move, new, new beginnings, strengths, achievements, primary school, secondary school, positive, negative, opportunities, strategies