

## Curriculum overview- RSHE statutory guidance mapping (Redwood Year B)

Redwood B	RSHE guidance
Autumn 1	<p><b>Pupils should be taught :</b></p> <ul style="list-style-type: none"> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> </ul>
Autumn 2	<p><b>Pupils should be taught :</b></p> <ul style="list-style-type: none"> <li>• know what is special about their abilities, interests, strengths and weaknesses</li> <li>• to understand self esteem and self worth</li> <li>• know ways of coping with difficult emotions</li> <li>• be able to express positive qualities about themselves and others</li> <li>• be able to talk confidently with adults and peers about their thoughts and feelings</li> </ul>
Spring 1	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• 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.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

Spring 2	<p><b>Pupils should be taught :</b></p> <ul style="list-style-type: none"> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>
Summer 1 and Summer 2	<p><b>Pupils should be taught :</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• 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.</li> <li>• 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. ( online included)</li> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online</li> </ul>

### Curriculum overview- End point objective and vocab

Redwood B	End point objective	Vocab
Autumn 1	By the end of Autumn 1 pupils will learn; <ul style="list-style-type: none"> <li>• what risk is and how we assess levels of risk and safety</li> <li>• what is meant by the term privacy and private</li> <li>• the difference between a secret and a surprise.</li> <li>• the difference between private and public.</li> <li>• Who to talk to if worried or uncomfortable about something an adult does.</li> </ul>	Safe, risk, information, support, trust, trusted adult, private, public, surprise, secret, uncomfortable, worried
Autumn 2	By the end of Autumn 2 pupils will learn; <ul style="list-style-type: none"> <li>• the concept of self-esteem and the impact it has on feelings and wellbeing.</li> <li>• to identify strengths about themselves and how this makes them feel. the links between and impacts of confidence, achievements and feelings.</li> <li>• strategies to enhance self-esteem.</li> </ul>	Self-esteem, confidence, feeling, emotion, achievement, pride, impact, self-worth, strategy.
Spring 1	By the end of Spring 1 pupils will learn; <ul style="list-style-type: none"> <li>• that mood swings are a part of growing up.</li> <li>• how their mood can change quickly and what strategies they can use to help them feel better.</li> <li>• What is considered as male and female stereotypes and understand that people should be judged on what they can do, regardless of gender.</li> <li>• how the media portrays gender.</li> <li>• how they can stay safe when online, including how to ascertain who they are communicating with online and who to go to for help.</li> </ul>	feeling, emotion, moods, thoughts, mental health, wellbeing, events, change, mood swings, hormones, emotional changes, support, stereotypes, masculinity, femininity, media, prejudice, gender perceptions
Spring 2	By the end of Spring 2 pupils will learn; <ul style="list-style-type: none"> <li>• to explore what it means to have good sleep, what this may look like physically and how someone who has slept well might behave and feel.</li> <li>• about the benefits of good sleep to the body and think about different actions they can take to regularly get good quality sleep.</li> <li>• to explore the everyday things that can affect sleep and begin to make choices about these.</li> </ul>	sleep, good quality, poor quality, rest, health, mood (feelings), recovery (feeling better), memory (remembering) and routine (usual)

Summer 1	<p>By the end of Summer 1 pupils will learn;</p> <ul style="list-style-type: none"> <li>• to identify what a loving relationship looks like and some of the different ways people show love.</li> <li>• consider what a healthy friendship is</li> <li>• what skills each person needs to maintain a positive, healthy relationship.</li> <li>• to consider why relationships may change and identify some of the strategies they can use to cope with difficulties in their relationships.</li> <li>• to consider what behaviours are unacceptable in their relationships and how bullying can affect someone's feelings.</li> <li>• to consider how they can show care and respect for each other as well as value others in their relationships.</li> </ul>	relationships, friends, love, care, respect, value, healthy relationships, agree, disagree, bullying, bullied, feelings, affect, online, change, loss, difficulties, cope, strategies
Summer 2	<p>By the end of Summer 2 pupils will learn;</p> <ul style="list-style-type: none"> <li>• some issues related to online friendships including the impact of their actions.</li> <li>• the difference between a friend, an acquaintance and someone I meet online.</li> <li>• steps to take before sending a message online.</li> <li>• what is safe to share online.</li> <li>• to identify what steps they may need to take to keep safe online</li> <li>• how to information about staying safe online to help when needed.</li> </ul>	Friend, online, offline, information, share, consent, law, message, image, think, source, decision