



Relationships & Health Education

SUBJECT NARRATIVE (Sept'19)

(ref: RSE & Health Education statutory guidance– DfE June'19)

Relationships Education	Educator Solutions	
Physical Health		
Mental Wellbeing		

Key Stage 1: Year 1/2 (Cycle A)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Smartie the Penguin, DigiDuck 3-5, Jessie & Friends-ThinkUKnow Espresso online safety computing 1</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Feeling safe. Real and imaginary dangers. Why we can't always keep secrets. Trusted adults– identify some.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Feelings– good and bad. Why can people feel differently about the same thing? How to ask for help. Loss– how can it affect emotions– coping.</p>	<p>Topic: Drugs & Tobacco Education</p> <p>Key Themes: What do we put into our bodies? Why are medicines taken? Medicines come in different forms and have a specific use. Asking for help. Safety.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: Fun times. Food and drinks at celebrations. How do active playtimes make you feel? Know about why have to be safe in the Sun– and how.</p>	<p>Topic: RSE (Y1) (inc 'PANTS')</p> <p>Key Themes: Recognising feelings, naming main body parts, listening to others, resolving arguments, respecting differences, diseases, asking for help.</p>
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Key Stage 1: Year 1/2 (Cycle B)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Smartie the Penguin, DigiDuck 3-5, Jessie & Friends-ThinkUKnow Espresso online safety computing 1</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Safety indoors and outdoors. What to do in an emergency. Rules of road safety. Always tell an adult where you are. Safe play areas.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Friendship– who is special and why. Showing you care– friendship skills. Helping those who are left out. Know that friends have ups and downs.</p>	<p>Topic: Economic wellbeing</p> <p>Key Themes: My money. How can we get money. Choices. Saving– why do we do it? Safe places for money. Jobs– no stereotypes– careers open to all.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: What does a healthy diet look like? Why is it beneficial? Being active. Know that sleep is important– and its effects. Teeth cleaning routines.</p>	<p>Topic: RSE (Y2) (inc 'PANTS')</p> <p>Key Themes: Setting personal goals, recognise how grow and change, teasing and bullying, unique families, unacceptable and acceptable physical contact, secrets.</p>
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Lower Key Stage 2: Year 3/4 (Cycle A)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Espresso digital literacy, Think U Know 6-7, Think U Know– Band Runner</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Bullying. What's the difference between falling out and bullying? Name calling– including racism. Role of bystander. Seeking help.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Strengths and challenges. How to work towards a goal in steps. Celebrating success. Dealing with put-ups and put-downs. Coping with set-backs.</p>	<p>Topic: Drugs & Tobacco Education</p> <p>Key Themes: Tobacco is a drug. Definitions of drugs. Health effects of smoking. Be aware of drugs in everyday life eg caffeine and alcohol. Explore choices.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: Using the Eatwell guide. Think about choices we make with diet. Think about packaging. Identify a range of physical activities that help the body.</p>	<p>Topic: RSE (Y3) (inc 'PANTS')</p> <p>Key Themes: Aspirations and setting goals, caring for ourselves, changes, forming positive relationships, gender stereotypes, unwanted touch, wrong confidences</p>
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Lower Key Stage 2: Year 3/4 (Cycle B)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Espresso digital literacy, Think U Know 6-7, Think U Know– Band Runner</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Safe computer games. Age classification system. Risk in the wider local environment. Peer pressure. How to behave in an emergency.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Strengths and challenges (II). How do we deal with challenges and when things go wrong? Practical strategies to help have good mental health. Help.</p>	<p>Topic: Economic wellbeing</p> <p>Key Themes: Advertising to make us spend money. What does value for money mean? Using simple records to keep track of our money. Different jobs and skills they need.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: Food choices. What food do we need? Diets linked to faith, ethical or medical. Advertising impact. Different ways to produce food. Why is sleep important?</p>	<p>Topic: RSE (Y4) (inc 'PANTS')</p> <p>Key Themes: Changing emotions, body changes, acceptable and unacceptable physical behaviours, family and personal identity, marriage, asking for help.</p>
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Upper Key Stage 2: Year 5/6 (Cycle A)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Think U Know Jigsaw, Play Like Share, #Live skills, Kara Winston & The Safe Crew, Espresso e-safety unit</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Know what DV means. Understand what to do to ask for help and advice. Understand that we can be influenced by online material.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Recognise different feelings and intensity. Know how feelings can be appropriately expressed. Know about bereavement and grief, and how to cope.</p>	<p>Topic: Drugs & Tobacco Education</p> <p>Key Themes: Understand about different risks of drugs and law. Think about influences on people to take drugs. Understand what makes risks increase.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: Food and drink in the media. Can marketing mislead us? What are the health benefits of different foods? How does the media use celebrities advertise?</p>	<p>Topic: RSE (Y5) (inc 'PANTS')</p> <p>Key Themes: Puberty and emotions, body changes, healthy relationships, correct terminology, unacceptable homophobic language, asking for help, online dangers.</p>
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Upper Key Stage 2: Year 5/6 (Cycle B)

<p>Topic: E-safety (revisited each half-term)</p> <p>Key Themes: Think U Know Jigsaw, Play Like Share, #Live skills, Kara Winston & The Safe Crew, Espresso e-safety unit</p>	<p>Topic: Keeping Safe & Managing Risk</p> <p>Key Themes: Think about safety in local area. Identify risky behaviour in peer groups and how to respond. Know some consequences of anti-social behaviour.</p>	<p>Topic: Mental Health & Wellbeing</p> <p>Key Themes: Know what we mean by mental health. Understand that mental health can fluctuate, and how to promote good mental health-strategies.</p>	<p>Topic: Economic wellbeing</p> <p>Key Themes: Different ways to pay for things. Borrowing and debt– manageable and not. How can we get help? Enterprises – risks and rewards. Different job skills.</p>	<p>Topic: Physical Health & Wellbeing</p> <p>Key Themes: Understand that images can be manipulated in media. How can portrayals in media impact on our feelings about ourselves? Respect differences.</p>	<p>Topic: RSE (Y6) (inc 'PANTS')</p> <p>Key Themes: Reproduction, discrimination and prejudiced based language, cultural practices against law, asking for help.</p>
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Key subject specific vocabulary (Tier 3 vocab) embedded and revisited during study of Relationships & Health Education in Little Melton:

lifestyle, nutrition, balance, exercise, medicines, contagious, virus, vaccination, mental health, aspiration, targets and goals, online, media, advertising, manipulation, marketing, bias, democracy, citizenship, conception, fertilisation, pregnancy, relationship, friendship, love, consent, intimacy, privacy, menstruation, puberty, reproduction, correct body terminology, stereotypes, gender, physical, emotional, homophobia, racism, prejudice.

We believe these skills are important for life because:

- We want children to become confident and self-reliant citizens, able to make a positive contribution to society and support others.
- We want children to be able to recognise dangers around them and to be able to manage those situations safely.
- We want children to have the skills to develop positive and healthy relationships with others, and to make positive lifestyle choices to promote good health.
- We want children to have a clear understanding of the biological changes through puberty, and be equipped to make informed decisions into adulthood.