Relationship and Health Education at CTPS

YEAR 1

Scheme of Work

Word Box: Love, Support, Safety, Security, Family, Happy, Angry, Friendship, Safety Network, Danger, Secrets, Trusted Adult and Private parts

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Families and people who care for me** • That families are important for children growing up because they can give love, security and stability. **Caring Friendships** • How important friendships are in making us feel happy and secure, and how people choose and make friends. **Being Safe** • 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. **Health Education (HE)** **Mental wellbeing** • 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	• Identify essential needs that families meet • Describe some of the feelings and emotions people feel in a family	**Lesson1:** Families Love	• Projector/Screen
	• Understand that friendships makes us feel happy and secure	**Lesson 2:** Friendships & Relationships	• PPT L2 – Happy & Angry • Projector/Screen
	• Know who are the trusted adults they can speak to if they feel unsafe	**Lesson 3:** Staying Safe	• PPT L3 – Danger • Thumbs • Hand • I have a rhyme, My body is mine by Nur Choudhury • Projector/Screen

Relationship and Health Education at CTPS

YEAR 2

Scheme of Work

Word Box: Family, Love, Safety, Security, Emotions, Behaviour, Privacy, Angry, Excited, Nervous, Safe, Frustrated, Scared, Happy, Sad

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Families and people who care for me** • 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 **Internet Safety and Harms** • 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. **Mental wellbeing** • That there is a normal range of emotions, 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	• Define family	**Lesson1:** Families Security	• Post-It notes • Flipchart paper
	• Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) • Begin to evaluate the effectiveness of these strategies on their own use of technology.	**Lesson 2:** Online Health	• PPT L2 – Managing Time Online • Projector/Screen
	• Identify changes that happen to all bodies • Everybody is individual so changes happen differently	**Lesson 3:** Listening to my body	• Listening to my body by Gabi Garcia

Relationship and Health Education at CTPS

YEAR 3

Scheme of Work

Word Box: Family, Love, Tolerance, Bullying, Racism, Ageism, Disablism, Private parts, Safety Network, Danger, Secrets, Trusted Adults, Differences, Similarities, Stereotypes, Bullying, Emotions, Respect, Behaviour, Privacy, Emergency, Decisions

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Families and people who care for me** • 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 **Respectful Relationships** • 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. • 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. **Being Safe** • 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. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	• Define 'family' and describe its composition. • Demonstrate different types of family.	**Lesson1:** Different Families	• PPT L1 – Different Families • Projector/Screen • Post-It notes • Flipchart paper • Magazines/paper & drawing pencils
	• Describe how they would respond in a range of situations relating to falling out and bullying, including how to get help • Explain how to react if they witness bullying	**Lesson 2:** Friendships & Relationships	• Video-link: BBC Bitesize • Word-definition match • PPT L2 – Bullying bystander • Bully Beans by Julia Cook • Projector/Screen
	• Know who are the trusted adults they can speak to if they feel unsafe	**Lesson 3:** Staying Safe	• PPT L3 – Danger • Thumbs • Hand • I have a rhyme, My body is mine by Nur Choudhury • Projector/Screen
	• To consider factors that contribute to their own identity. • Consider similarities and differences between people in their community. • Understand that people's actions and responses will be affected by different factors.	**Lesson 4:** Differences & Similarities	• PPT L4 – Passport & jobs • Job Card • Projector/Screen • Identity passport (one sheet of A4 paper per child, folded in half to make four pages)

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• How to recognise and report feelings of being unsafe or feeling bad about any adult. **Internet Safety and Harms** • 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. • 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. **Health Education (HE)** **Basic First Aid** • How to make a clear and efficient call to emergency services if necessary	• Be able to recognise and challenge some stereotypes.		
	• To recognise that certain behaviours online can upset others. • To identify behaviour that might upset others online. • To recognise being kind online would make someone feel good. • To recognise being unkind online would make someone feel bad. • Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences) • Begin to evaluate the effectiveness of these strategies on their own use of technology.	**Lesson 5**: Online Safety	• PPT L5 - Happiness Scale • PPT L5 - Personal Information • PPT L5 - Managing time online • Projector/Screen • Identity passport (one sheet of A4 paper per child, folded in half to make four pages)
	• To recognise that choices require decisions. • To be able to consider different possibilities. • To demonstrate effective decision-making skills.	**Lesson 6:** Decision Making	• Choice Cards • Scenario work sheets • Traffic Light Cards (Red, Amber & Green)

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YEAR 4

Scheme of Work

Word Box: Love, Support, Safety, Security, Family, Pressure, Thermometer, Respect, Mutual, Diversity, Care, Friendship, Tolerance, Avatar, Identity, Impression, Qualities, Private Parts, Safety Network, Safe Touch, Trusted Adult, Appropriate, Inappropriate, Angry, Excited, Nervous, Safe, Frustrated, Scared, Happy, Sad, Emergency, First Aid, Ambulance, Safety

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Families and people who care for me** • 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 families are important for children growing up because they can give love, security and stability. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. **Caring Friendships** • 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. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • 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. **Online Relationships**	• Identify essential needs that families meet • Identify some of the common pressures that families might sometimes be under • Describe some of the feelings and emotions people feel when facing a challenge or are under pressure • Identify ways in which these feelings and emotions can affect people's behaviour and family relationships	**Lesson1:** Families love	• Feelings thermometer • Family pressure situations
	• Understand the term 'mutual respect and understanding' and consider how this can contribute to building a stronger community	**Lesson 2:** Friendships & Relationships	• PPT L2 • Hand-out: The boy and the nail • Video-link: The boy and the nails • Worksheet • Projector/Screen
	• Explain how my online identity can be different to the identity I present in 'real life'. • Explain the reasons for and against changing your identity online and explain how someone might do so. • Describe the right decisions about how I interact with others online and how this will impact on how others perceive me	**Lesson 3:** Online relationships	• PPT L3 - Examining online profiles • PPT L3 - Qualities Scale • Scenarios • Projector/Screen
	• Know when they can say No • Know who are the trusted adults they can speak to if they feel unsafe	**Lesson 4:** Staying safe	• Hand • My body belongs to me from my head to my toes by pro familia

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• 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. • That people sometimes behave differently online, including by pretending to be someone they are not. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. **Health Education (HE)** **Mental wellbeing** • That there is a normal range of emotions, 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 • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • 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). **Basic First Aid** • Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	• Identify changes that happen to all bodies • Everybody is individual so changes happen differently	**Lesson 5**: Listening to my body	• Listening to my body by Gabi Garcia
	• Can carry out some simple first aid procedures for different needs.	**Lesson 6:** Decision Making	• British Red Cross • Children's book of first aid skills

Relationship and Health Education at CTPS

YEAR 5

Scheme of Work

Word Box: Marriage, Commitment, Diversity, Love, Security, Bullying, Technologies, Online, Trolling, Harassment, Abuse, Puberty, Physical, Emotional, Penis, Breast, Vagina, Body odour, Testicle, Menstruation, Stereotype, Diversity, Prejudice, Life Cycle, Toddler, Teenager, Adult, Elder, Peer Pressure, Safety, Social Media, Red Flag Situations, Safety Network, Harm

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Families and people who care for me** • The characteristics of healthy family life, commitment to each other, including in times of difficulty, • 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 marriage 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 or unsafe, and how to seek help or advice from others if needed. **Changing adolescent body:** • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. **Respectful relationships** • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of respecting others, even when they are very different from them (for example, physically, in character,	• Define 'marriage' and describe key components • Britain is a diverse society	**Lesson1:** Family Identity	• PPT L1 - different cultural and religious marriages • Marriage worksheet • My family • Projector/Screen
	• Recognise and explain what 'online technologies' means. • Describe different media you can be unkind on i.e. images, texts, videos. • Simply describe what bullying online may look like on these different forms of media. • Know what common online technologies I use.	**Lesson 2:** Online Bullying	• PPT L2 - Bullying Behaviour • Projector/Screen
	• To name the main male and female reproductive parts using the correct terminology • To be aware that puberty occurs at different times for different people • To identify the main physical and emotional changes that take place at puberty for boys and girls • To be able to identify and understand how hygiene needs to change during puberty	**Lesson 3:** Puberty	• Body shape with labels • Puberty Labels • Female Reproduction diagram

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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. **Being Safe** • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • 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. **Online relationships:** • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. **Health Education (HE)** **Internet Safety and Harms:** • 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. • Why social media, some computer games and online gaming, for example, are age restricted. **Mental wellbeing:** • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	• Identify and recognise when stereotyping and prejudice happens • Recognise that we can reduce stereotyping and prejudice by learning more about others	**Lesson 4:** Stereotypes & Prejudice	• PPT L4 - Prejudice • Video Link • Video Link • Mapping Page • Homework • Projector/Screen
	• Identify changes during the human life cycle • Understand the change is ongoing • Learn about the different ages of consent – smoking/drinking/ Facebook etc /driving • Understand the meaning of peer pressure and what kind of pressure they may be subject to as they grow up through the different stages	**Lesson 5**: Peer Pressure & Responsibility	• Human lifecycle pictures • PPT L5 - Peer Pressure PPT • Projector/Screen
	• Recognise content rating symbols and describe what they mean/what content they may cover (e.g. PEGI icons for content, BBFC symbols for age ratings, etc). • Demonstrate an awareness of why some content is age regulated (e.g. affects mood, affects thinking, may result in emulation, could result in harm?) • Know what to think, say and do when faced with risky situations	**Lesson 6:** Being Safe	• PPT L6 - Online Safety • Projector/Screen • Let's chat about your body & privacy by Nur Choudhury

• That there is a normal range of emotions, 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 **Science – Start of Puberty** • The changes that occur to their bodies are normal • These changes occur at different times for different people • With growing up comes responsibilities			

Relationship and Health Education at CTPS

YEAR 6

Scheme of Work

Word Box: Respect, Unique, Diversity, Aspect, Friendship, Identity, Prejudice, Discrimination, Rejection, Racism, Sexism, Anti-Semitism, Islamophobia, Homophobia, Cynical, Question, Emotions, Evidence, Sceptical, Disinformation, Beliefs, Reliable, Source, Opinion, Misinformation, Critical Thinking, Puberty, Physical, Emotional, Penis, Breast, Vagina, Body Odour, Testicle, Menstruation

RHE Programme of Study	Learning Outcomes	Lesson Title	Resources
Relationship Education (RelEd) **Respectful relationships** • The importance of self-respect and how this links to their own happiness. **Families and people who care for me** • 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. • 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. **Online Relationships:** • How information and data is shared and used online. **Changing adolescent body:** • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	• Appreciate that identity is made up of multiple characteristics (not just one)	**Lesson1:** My Identity	• PPT L1 - Identity • Picture shape • Video – singing dentist • Mapping Page • Projector/Screen
	• Learn how prejudiced thought can lead to discrimination • To recognise the importance of questioning suspicious ideas and unfair assumptions about others	**Lesson 2:** Respecting Others	• PPT L2 - Stereotypical Image • Projector/Screen • Small (sugar free) sweets or pieces of fruit. (Check for allergies) • A page of text (that is pretty dull /uninteresting).
	• Explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence • Understand the role of technology in promoting flawed reasoning (e.g. recommendation algorithms).	**Lesson 3:** Online Information	• PPT L3 - Information • PPT L3 – Algorithm • Projector/Screen

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• About menstrual wellbeing including the key facts about the menstrual cycle. **Health Education (HE)** **Mental Wellbeing** • That mental wellbeing is a normal part of daily life, in the same way as physical health. • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. **Internet Safety and Harms:** • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. **Science – Start of Puberty** • The changes that occur to their bodies are normal • These changes occur at different times for different people • With growing up comes responsibilities	• Explain the need to think carefully before forwarding anything online. • Explain how search engines work and how results are selected and ranked. • Demonstrate the strategies I would apply to be discerning in evaluating digital content.		
	• To name the main male and female reproductive parts using the correct terminology • To be aware that puberty occurs at different times for different people • To identify the main physical and emotional changes that take place at puberty for boys and girls • To be able to identify and understand how hygiene needs to change during puberty	**Lesson 4:** Puberty	• PPT L4 – Puberty (Boys / Girls) • Projector/Screen