



# RSE Curriculum Yearly Planner – EYFS



Key objectives	Term	Nursery	Reception
<p><b>Building relationships</b> Pupils should: (ELG) Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p> <p><b>Self Regulations</b> Pupils should: (ELG) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing self</b> Pupils should: (ELG) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Health and well-being</b> Pupils should Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	Autumn	<p><b>EYFS, Module 1 Unit 1</b>  <a href="#">EYFS 1.1.1 Handmade With Love</a></p>	<p><b>EYFS, Module 1 Unit 1</b>  <a href="#">EYFS 1.1.1 Handmade With Love</a></p>
	Spring	<p><b>EYFS, Module 2</b> Unit 1 <a href="#">EYFS 2.1.1 Role Model</a></p> <p>Unit 2 <a href="#">EYFS 2.2.1 Who's Who?</a> <a href="#">EYFS 2.2.2 You've Got a Friend in Me</a> <a href="#">EYFS 2.2.3 Forever Friends</a></p> <p>EYFS Module 2 Unit 3</p> <p>Unit 3 <a href="#">EYFS 2.3.1 Safe Inside and Out</a> <a href="#">EYFS 2.3.2 My Body, My Rules</a> <a href="#">EYFS 2.3.3 Feeling Poorly</a> <a href="#">EYFS 2.3.4 People Who Help Us</a></p>	<p><b>EYFS Module 1 Unit 2</b> Unit 2 <a href="#">EYFS 1.2.1 I Am Me</a> <a href="#">EYFS 1.2.2 Heads, Shoulders, Knees and Toes</a> <a href="#">EYFS 1.2.3 Ready Teddy?</a></p> <p>Unit 3 <a href="#">EYFS 1.3.1 I Like, You Like, We All Like!</a> <a href="#">EYFS 1.3.2 All The Feelings!</a> <a href="#">EYFS 1.3.3 Let's Get Real</a></p>
	Summer	<p><b>EYFS, Module 3</b> Unit 1 <a href="#">EYFS 3.1.1 God is Love</a> <a href="#">EYFS 3.1.2 Loving God, Loving Others</a></p> <p>Unit 2 <a href="#">EYFS 3.2.1 Me, You, Us</a></p>	<p><b>EYFS Module 1 Unit 4</b> <a href="#">EYFS 1.4.1 Growing Up</a></p> <p><b>EYFS, Module 3</b> Unit 1 <a href="#">EYFS 3.1.1 God is Love</a> <a href="#">EYFS 3.1.2 Loving God, Loving Others</a></p> <p>Unit 2 <a href="#">EYFS 3.2.1 Me, You, Us</a></p>



# RSE Curriculum Yearly Planner

## Key Stage One

Objectives	Term	Year 1	Year 2
<p><b>Families and people who care for me</b>  <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b>  <b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</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 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.</li> </ul> <p><b>Respectful Relationships</b></p>	<p><b>Autumn</b></p>	<p><b>Key Stage 1, Module 1</b>            Unit 1  <a href="#">KS1 1.1 Let the Children Come</a></p> <p><b>Key Stage 1, Module 2</b>            Unit 1  <a href="#">KS1 2.1.1 God Loves You</a></p>	<p><b>Key Stage 1, Module 1</b>            Unit 1  <a href="#">KS1 1.1 Let the Children Come</a></p>
	<p><b>Spring</b></p>	<p><b>Key Stage 1, Module 2 Unit 2</b>            Unit 2  <a href="#">KS1 2.2.1 Special People</a>  <a href="#">KS1 2.2.2 Treat Others Well...</a>  <a href="#">KS1 2.2.3 ...And Say Sorry</a></p> <p><b>Key Stage 1 Module 2 Unit 3</b>  <a href="#">KS1 2.3.1 Being Safe</a>  <a href="#">KS1 2.3.2 Good and Bad Secrets</a>  <a href="#">KS1 2.3.3 Physical Contact</a>  <a href="#">KS1 2.3.4 Harmful Substances</a>  <a href="#">KS1 2.3.5 Can You Help Me? (Part 1)</a>  <a href="#">KS1 2.3.6 Can You Help Me? (Part 2)</a></p>	<p><b>Key Stage 1 Module 1 Unit 2</b>            Unit 2  <a href="#">KS1 1.2.1 I Am Unique</a>  <a href="#">KS1 1.2.2 Girls and Boys</a>  <a href="#">KS1 1.2.3 Clean and Healthy (My Body) - 2 sessions</a></p> <p><b>Key stage1 Module 1 Unit 3</b>  <a href="#">KS1 1.3.1 Feelings, Likes and Dislikes</a>  <a href="#">KS1 1.3.2 Feeling Inside Out</a>  <a href="#">KS1 1.3.3 Super Susie Gets Angry</a></p>
	<p><b>Summer</b></p>	<p><b>Key Stage 1, Module 3</b>            Unit 1  <a href="#">KS1 3.1.1 Three in One</a>  <a href="#">KS1 3.1.2 Who Is My Neighbour?</a></p> <p><b>Module 3 Unit 2</b>  <a href="#">KS1 3.2.1 The Communities We Live In</a></p>	<p>Key stage1 Module 1 Unit 4  <a href="#">KS1 1.4.1 The Cycle of Life</a>  <a href="#">KS1 1.4.2 A Time for Everything</a></p> <p><b>Key Stage 1, Module 3</b> Unit 1  <a href="#">KS1 3.1.1 Three in One</a>  <a href="#">KS1 3.1.2 Who Is My Neighbour?</a>            Unit 2  <a href="#">KS1 3.2.1 The Communities We Live In</a></p>



# RSE Curriculum Yearly Planner

## Key Stage One

### **Pupils should know**

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.

### **Online Relationships**

#### **Pupils should know**

- 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.

### **Keeping Safe**

#### **Pupils should know**

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).



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## Key Stage One

- 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.

### **Mental Wellbeing**

#### **Pupils should know**

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- 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.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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.



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## Key Stage One

### Internet safety and harms

#### Pupils should know

- 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.
- 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 online.

### Physical health and fitness

#### Pupils should know

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### Healthy eating

#### Pupils should know

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.



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## Key Stage One



- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs ,alcohol and tobacco**

#### **Pupils should know**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugging.

### **Health and prevention**

#### **Pupils should know**

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. •

the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- \*\*\*the facts and science relating to immunisation and vaccination.

### **Basic First Aid**

#### **Pupils should know:**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries



# RSE Curriculum Yearly Planner

## Lower Key Stage Two

Objectives	Term	Year 3	Year 4
<p><b>Families and people who care for me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b> Pupils should know</p> <ul style="list-style-type: none"> <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,</li> </ul> <p><b>Respectful Relationships</b> Pupils should know</p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Autumn</b></p> <p>Lower Key Stage 2, Module 1 Unit 1 <a href="#">LKS2 1.1.1 Get Up!</a> <a href="#">LKS2 1.1.2 The Sacraments</a></p> <p>Lower Key Stage 2, Module 2 Unit 1 <a href="#">LKS2 2.1.1 Jesus, My Friend</a></p> <p>Lower Key Stage 2, Module 2 Unit 2 <a href="#">LKS2 2.2.1 Family, Friends and Others</a> <a href="#">LKS2 2.2.2 When Things Feel Bad</a></p>	<p>Lower Key Stage 2, Module 1 Unit 1 <a href="#">LKS2 1.1.1 Get Up!</a></p> <p>Lower Key Stage 2, Module 1 Unit 2 <a href="#">LKS2 1.2.1 We Don't Have To Be The Same</a> <a href="#">LKS2 1.2.2 Respecting Our Bodies</a></p>	
	<p><b>Spring</b></p> <p>Lower Key Stage 2, Module 2 Unit 3 <a href="#">LKS2.2.3.1 Sharing Online</a> <a href="#">LKS2.2.3.2 Chatting Online</a> <a href="#">LKS2.2.3.3 Physical Contact</a> <a href="#">LKS2.2.3.4 Drugs, Alcohol and Tobacco</a> <a href="#">LKS2.2.3.5 First Aid Heroes</a></p>	<p>Lower Key Stage 2, Module 1 Unit 3 <a href="#">LKS2 1.3.1 What Am I Feeling?</a> <a href="#">LKS2 1.3.2 What Am I Looking At?</a> <a href="#">LKS2 1.3.3 I Am Thankful!</a></p>	
	<p><b>Summer</b></p> <p>Lower Key Stage 2, Module 3 Unit1 <a href="#">LKS2 3.1.1 A Community of Love</a> <a href="#">LKS2 3.1.2 What is the Church?</a></p> <p>Lower Key Stage 2, Module 3 Unit 2 <a href="#">LKS2 3.2.1 How Do I Love Others?</a></p>	<p>Lower Key Stage 2, Module 3 Unit1 <a href="#">LKS2 3.1.1 A Community of Love</a> <a href="#">LKS2 3.1.2 What is the Church?</a></p> <p>Lower Key Stage 2, Module 3 Unit 2 <a href="#">LKS2 3.2.1 How Do I Love Others?</a></p>	



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## Lower Key Stage Two

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- 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.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

### **Online Relationships**

#### **Pupils should know**

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

### **Keeping Safe**

#### **Pupils should know**

- 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.

### **Mental Wellbeing**





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## Lower Key Stage Two



### **Pupils should know**

- 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.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

### **Internet safety and harms**

#### **Pupils should know**

that for most people the internet is an integral part of life and has many benefits.

- 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 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.
- where and how to report concerns and get support with issues online.

### **Physical health and fitness**

#### **Pupils should know**

- the characteristics and mental and physical benefits of an active lifestyle.

### **Healthy eating**

#### **Pupils should know**

- what constitutes a healthy diet (including understanding calories and other nutritional content).



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## Lower Key Stage Two



- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs ,alcohol and tobacco**

#### **Pupils should know**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.

#### **Health and prevention**

#### **Pupils should know**

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

#### **Basic First Aid**

#### **Pupils should know:**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

#### **Changing adolescent body**

#### **Pupils should know:**

- 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.



# RSE Curriculum Yearly Planner

## Upper Key Stage Two

Objectives	Term	Year 5	Year 6
<p><b>Families and people who care for me</b> Pupils should know:</p> <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring friendships</b> Pupils should know</p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends.</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> </ul>	<p><b>Autumn</b></p>	<p>Upper Key Stage 2, Module 1 - Unit 1 <a href="#">UKS2 1.1.1 Calming the Storm</a></p> <p>Upper Key Stage 2, Module 2 - Unit 1 <a href="#">UKS2 2.1.1 God Is Calling You</a></p> <p>Upper Key Stage 2, Module 2 Unit 2 <a href="#">UKS2 2.2.1 Under Pressure</a> <a href="#">UKS2 2.2.2 Do You Want a Piece of Cake?</a> <a href="#">UKS2 2.2.3 Self-Talk</a></p>	<p>Upper Key Stage 2, Module 1 - Unit 1 <a href="#">UKS2 1.1.1 Calming the Storm</a></p> <p>Upper Key Stage 2, Module 1 - Unit 2 <a href="#">UKS2.1.2.1 Gifts and Talents</a></p>
	<p><b>Spring</b></p>	<p>Upper Key Stage 2, Module 2 Unit 3 <a href="#">UKS2 2.3.1 Sharing Isn't Always Caring</a> <a href="#">UKS2 2.3.2 Cyberbullying</a> <a href="#">UKS2 2.3.3 Types of Abuse</a> <a href="#">UKS2 2.3.4 Impacted Lifestyles</a> <a href="#">UKS2 2.3.5 Making Good Choices</a> <a href="#">UKS2 2.3.6 Giving Assistance</a></p>	<p>Upper Key Stage 2, Module 3 - Unit 1 <a href="#">UKS2 3.1.1 The Holy Trinity</a> <a href="#">UKS2 3.1.2 Catholic Social Teaching</a></p> <p>Upper Key Stage 2, Module 3 Unit 2 <a href="#">UKS2 3.2.1 Reaching Out</a></p>
	<p><b>Summer 2</b></p>	<p>Upper Key Stage 2, Module 2 Unit 2 <a href="#">LKS2 1.2.3 What is Puberty?</a> <a href="#">LKS2 1.2.4 Changing Bodies</a> <a href="#">LKS2 1.2.5 Male/Female Discussion Groups</a> Year 4 only/optional</p> <p>Upper Key Stage 2, Module 3 - Unit 1 <a href="#">UKS2.3.1.1 Trinity House</a></p>	<p>Upper Key Stage 2, Module 2 Unit 2 <a href="#">UKS2 1.2.2 Girls' Bodies</a> <a href="#">UKS2 1.2.3 Boys' Bodies</a> <a href="#">UKS2 1.2.4 Spots and Sleep</a></p> <p>Unit 3 <a href="#">UKS2 1.3.1 Body Image</a> <a href="#">UKS2 1.3.2 Peculiar Feelings</a> <a href="#">UKS2 1.3.3 Emotional Changes</a> <a href="#">UKS2 1.3.4 Seeing Stuff Online</a></p>



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## Upper Key Stage Two

- 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.

### Respectful Relationships

#### Pupils should know

- 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.

### Online Relationships

#### Pupils should know

- 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.

[UKS2.3.1.2 Catholic Social Teaching](#)

Upper Key Stage 2, Module 3 Unit 2

[UKS2.3.2.1 Reaching Out](#)

Unit 4

[UKS2 1.4.1 Making Babies \(Part 1\)](#)

[UKS2 1.4.3 Menstruation](#)

[UKS2 1.4.4 A Time for Everything](#)



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## Upper Key Stage Two

- 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.

### **Keeping Safe**

#### **Pupils should know**

- 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 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.

### **Mental Wellbeing**

#### **Pupils should know**

- 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.



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## Upper Key Stage Two



- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- 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.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).
- 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**

#### **Pupils should know**

- 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.



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- 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 online.

### **Physical health and fitness**

#### **Pupils should know**

- the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

- the risks associated with an inactive lifestyle (including obesity).

- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Healthy Eating**

#### **Pupils should know:**

Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content).

- the principles of planning and preparing a range of healthy meals.

- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### **Drugs ,alcohol and tobacco**

#### **Pupils should know**

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drugtaking.

### **Health and prevention**

#### **Pupils should know**

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.



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- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

### **Basic First Aid**

#### **Pupils should know:**

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

### **Changing adolescent body**

#### **Pupils should know:**

- 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.