

South Hams Hub: RHE

Our Overarching Curriculum Intent

Our curriculum is the beating heart of our academy and is rooted in John 10:10.

"I came that they might have life and live it to the full"

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

Curriculum Intent for RHE

As healthy, confident and resilient children of modern Britain, our pupils will be supported to understand themselves and others: families, communities and the wider world. In doing this, children will be supported to develop a deep sense of self-worth, self-respect, self-awareness as well as self-discipline.

Teaching about mental wellbeing is central to all that we do and especially important within this, is children's happiness. We want our children to be equipped to both face and overcome challenges and develop the character that we know is fundamental to being successful, happy and productive members of society. We want our children to know that they can achieve goals and ambitions, that they have the skills and aptitudes to stick to learning or tasks and that they have the resilience to recover from setbacks that may occur in life.

Children will learn the building blocks of, and to think critically about, healthy, positive relationships and their active roles within these. By developing children's emotional literacy, they will have the tools to understand themselves and others and adopt positive roles in relationships, including those online. Understanding boundaries and rights are key principles of this. With this knowledge and these skills, children will learn to value both the unique role which each person plays in society and the collective strength of respectful communities in the wider world. Through this, we intend to prepare our children to play positive roles in the world by making wise choices as well as knowing that asking for help is a proactive and constructive action.

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into National Curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for RHE/PSHE within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year Olds and Reception to match the programme of study for relationships and health education in addition to the non-statutory guidance of RHE/PSHE.

The most relevant statements for RHE/PSHE are taken from the following areas of learning:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Understanding the World**

RHE in the Early Years

RHE/PSHE		
Three and Four Year Olds	<i>Communication & Language</i>	Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.
	<i>Personal, Social & Emotional Development</i>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a

		<p>community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>
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		Make healthy choices about food, drink, activity and toothbrushing.
	<i>Physical Development</i>	Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	<i>Understanding the World</i>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
Reception	<i>Communication & Language</i>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p>
	<i>Personal, Social & Emotional Development</i>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>

			<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> - personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian
	Physical Development		<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - lining up and queuing - mealtimes
	Understanding the World		<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>
ELG	<i>Communication & Language</i>	<i>Listening, Attention & Understanding</i>	<p>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</p>

		<i>Speaking</i>	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<i>Personal, Social & Emotional</i>		<i>Self-Regulation</i>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>
		<i>Managing Self</i>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing.</p>
		<i>Building Relationships</i>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>

	<i>Physical Development</i>	<i>Gross Motor Skills</i>	Negotiate space and obstacles safely, with consideration for themselves and others.
	<i>Understanding the World</i>	<i>Past & Present</i>	Talk about the lives of people around them and their roles in society.

Key Stage 1

	Autumn Term	Spring Term	Summer Term
Year A	<i>Families and Relationships</i> <i>Health and Wellbeing</i>	<i>Safety and the changing body</i>	<i>Citizenship</i> <i>Economic Wellbeing</i>
Year B	<i>Families and Relationships</i> <i>Health and Wellbeing</i>	<i>Safety and the changing body</i>	<i>Citizenship</i> <i>Economic Wellbeing</i>

Key Stage 2

	Autumn Term		Spring Term		Summer Term	
Year A	<p>Families and Relationships (Y3) Introduction to RHE (setting ground rules) Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences</p>	<p>Health & Wellbeing (Y3) My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health</p>	<p>Citizenship (Y4) <u>Responsibility</u> What are human rights? Caring for the environment <u>Community</u> Community groups Contributing Diverse communities <u>Democracy</u> Local councillors</p>	<p>Economic Wellbeing (Y4) Spending choices/ value for money Keeping track of money Looking after money Influences on career choices Jobs for me</p>	<p>Safety (Y4) Online restrictions Share aware. Basic first aid. Privacy and secrecy Consuming information online</p>	<p>Y4 specific content – Introducing puberty. Y5 specific content – Puberty including menstruation Y6 specific content – Puberty, conception, birth.</p>

	Stereotyping Gender Stereotyping Age					
NSPCC. Speak our stay safe assembly & workshop for Y5 & 6 – Spring term Equipping children with the knowledge and skills they need to stay safe from abuse and neglect						
Year B	Families and Relationships (Y4) Introduction to RHE (setting ground rules) Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change	Health & Wellbeing (Y5) Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety	Citizenship (Y3) <u>Responsibility</u> Rights of the child Rights and responsibilities Recycling <u>Community</u> Local community groups charity <u>Democracy</u> Local democracy Rules	Economic Wellbeing (Y3) Ways of paying Budgeting How spending affects others Impact of spending Jobs and careers Gender and careers	Safety (Y3) Basic first aid. Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about	Y4 specific content – Introducing puberty. Y5 specific content – Puberty including menstruation. Y6 specific content – Puberty, conception, birth.
Year C	Families and Relationships (Y5) Introduction to RHE (setting ground rules) Build a friend Friendship skills (Resolving conflict) Marriage Respecting myself	Health & Wellbeing (Y4) Diet and dental health Visualisation Celebrating mistakes My role	Citizenship (Y5) <u>Responsibility</u> Breaking the law Rights and responsibilities Protecting the planet	Economic Wellbeing (Y5) Borrowing Income and expenditure Risks with money Prioritising spending		Y4 specific content – Introducing puberty. Y5 specific content – Puberty including menstruation. Y6 specific content –

	<p>Family life Bullying Stereotyping Gender Stereotypes: Race & Religion</p>	<p>My happiness Emotions Mental health</p>	<p><u>Community</u> Contributing to the community Pressure groups <u>Democracy</u> Parliament</p>	<p>Stereotypes in the workplace</p>		<p>Puberty, conception, birth.</p>
<p>Year D</p>	<p>Families and Relationships (Y6) Introduction to RHE (setting ground rules) Respect Developing respectful relationships Stereotypes: Attitudes Bullying Being me Loss and change</p>	<p>Health & Wellbeing (Y6) What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits. The effects of technology on health</p>	<p>Citizenship (Y6) <u>Responsibility</u> Human rights Food choices and the environment Caring for others <u>Community</u> Prejudice and discrimination Valuing diversity <u>Democracy</u> National democracy</p>	<p>Economic Wellbeing (Y6) Attitudes to money Keeping money safe Gambling Career and aspirations What jobs are available? Career routes</p>		<p>Y4 specific content – Introducing puberty. Y5 specific content – Puberty including menstruation Y6 specific content – Puberty, conception, birth.</p>