



Relationship and health Education Long Term Plan 2022-23

Our intent

Relationships & Health Education is based on the statutory RSE (Relationships and Sex Education) that the government has introduced in all schools from September 2020. There is a legal requirement to teach this as part of our curriculum. Through our RHE curriculum, the needs of all children are appropriately met, and all children understand the importance of equality and respect. As a school we will comply with the relevant provisions of the Equality Act 2010, recognising under which sexual orientation and gender reassignment are amongst the protected characteristics. We ensure RHE fosters gender equality and LGBT+ equality by ensuring content is age appropriate and developmentally appropriate. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of children and parents while always with the aim of providing children with the knowledge they need of the rule of law, democracy and keeping children safe.

Our school's overarching aims for pupils are:

- To foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils becoming happy, successful and productive citizens
- To know how to be safe, including online
- To be healthy, both physically and mentally
- To be able to manage their academic, personal and social lives in a positive way
- To demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life in British society.

Implementation

In order to deliver a relevant RHE curriculum, we follow the Department of Education statutory guidance. The programme of study is arranged into:

Outcome 1: Families and people who care for me

Outcome 2: Caring friendships

Outcome 3: Respectful relationships

Outcome 4: Online relationships

Outcome 5: Being safe

Outcome 6: Mental wellbeing

Outcome 7: Internet safety and harms

Outcome 8: Physical health and fitness

Outcome 9: Healthy eating

Outcome 10: Drugs, alcohol and tobacco

Outcome 11: Health and prevention

Outcome 12: Basic first aid

Outcome 13: Changing adolescent body



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Content will be integrated into programmes of study for RHE within our PSHE curriculum and will not be taught as stand-alone units. Learning opportunities will be relevant to all children and will take account of pupil voice to ensure that pupils have the knowledge to succeed in modern Britain and this will shape the coherent long-term plan. Teaching will be tailored to children's knowledge and prior experiences: making them memorable, meaningful and relevant. At Bridge we will use the agreed scheme of work for our school. The design of the RHE curriculum ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.

We want pupils to engage in their learning of RHE, in order to become confident in talking about the long-term aims of the curriculum. Progression will be achieved throughout the school by building on previously taught concepts, knowledge and experiences within the 13 outcomes. Learning opportunities will arise from carefully sequenced lessons; trips, visitors and enrichment activities. Meaningful learning opportunities will be created where pupils can develop community links, with visits to key sites and working with and alongside external organisations, for example the local police force.

Teaching staff will have access to a range of high-quality resources, from for example, the PSHE Association; Department for Education; NSPCC and GoGivers. They will be offered annual CPD and signposted to training opportunities that will develop and extend their skills, knowledge and confidence.

Impact

By following the schools agreed scheme of work, the 13 statutory outcomes will be covered across our Key Stage. These will build on what our main KS1 feeder school is teaching.

Through the RHE curriculum, with the development of pupil's emotional literacy, they will learn to communicate more effectively and become more skilled at initiating and fostering positive relationships. As children become more knowledgeable about their rights, responsibilities and the law, they will develop into confident, critical, independent thinkers who can keep themselves and others safe. The RHE curriculum incorporates elements from the schools RE; DT; P.E and Computing curriculums so that core learning outcomes are met. This not only reflects the agreed statutory syllabus but also provides opportunities for children to make connections across subjects.

The outcomes for these 13 areas are below and the end of unit outcomes will be used to assess the children's learning.



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End of Key Stage 1 expectations

It's good to be me

The children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They learn about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children learn about choices and the consequences of making different choices, and make the Jigsaw Charter.

Celebrating difference

The children learn about recognise gender stereotypes, that boys and girls can have differences and similarities and that is OK. They explore how children can be bullied because they are different, that this shouldn't happen and how they can support a classmate who is being bullied. The children share feelings associated with bullying and how and where to get help. They explore similarities and differences and that it is OK for friends to have differences without it affecting their friendship.

Dreams and goals

The children explore setting realistic goals and how they can achieve them. They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. The children consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people.

Healthy me

The children learn about healthy food; they talk about having a healthy relationship with food and making healthy choices. The children consider what makes them feel relaxed and stressed. They learn about medicines, how they work and how to use them safely. The children make healthy snacks and discuss why they are good for their bodies.

Relationships

Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Friendships are also revisited with a focus on falling out and mending friendships. This becomes more formalised and the children learn and practise two different strategies for conflict resolution (Solve it together and Mending Friendships). Children consider the importance of trust in relationships and what this feels like.

End of Key Stage 2 expectations

Outcome 1: Families and people who care for me

Pupils should be taught to:

- A. That families are important for children growing up because they can give love, security and stability.
- B. 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.
- C. 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
- D. 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.
- E. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- F. How to recognise if family relationships are making them feel unhappy

Outcome 2: Caring friendships

Pupils should be taught to:

- A. How important friendships are in making us feel happy and secure, and how people choose and make friends.
- B. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- C. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- D. 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.
- E. How to recognise who to trust and who not to trust, how to judge when a



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They also learn about two types of secret, and why 'worry secrets' should always be shared with a trusted adult. Children reflect upon different types of physical contact in relationships, which are acceptable and which ones are not. They practise strategies for being assertive when someone is hurting them or being unkind. The children also learn about people who can help them if they are worried or scared.

Changing me

Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught that they have private parts of their body (those kept private by underwear). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.

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.

Outcome 3: Respectful relationships

Pupils should be taught to:

- A. 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.
- B. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- C. The conventions of courtesy and manners.
- D. The importance of self-respect and how this links to their own happiness.
- E. 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.
- F. 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.
- G. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- H. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Outcome 4: Online relationships

Pupils should be taught to:

- A. That people sometimes behave differently online, including by pretending to be someone they are not.
- B. 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.
- C. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



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- D. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- E. How information and data is shared and used online.

Outcome 5: Being safe

Pupils should be taught to:

- A. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- B. 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.
- C. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- D. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- E. How to recognise and report feelings of being unsafe or feeling bad about any adult.
- F. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- G. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- H. Where to get advice e.g. family, school and/or other sources

Outcome 6: Mental wellbeing

Pupils should be taught to:

- A. That mental wellbeing is a normal part of daily life, in the same way as physical health.
- B. 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.
- C. 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.



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- D. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- E. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- F. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- G. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- H. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- I. 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).
- J. 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.

Outcome 7: Internet safety and harms

Pupils should be taught to:

- A. That for most people the internet is an integral part of life and has many benefits.
- B. 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.
- C. 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.
- D. Why social media, some computer games and online gaming, for example, are age restricted.
- E. 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.
- F. How to be a discerning consumer of information online including



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understanding that information, including that from search engines, is ranked, selected and targeted.

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

Outcome 8: Physical health and fitness

Pupils should be taught to:

- A. The characteristics and mental and physical benefits of an active lifestyle.
- B. 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.
- C. The risks associated with an inactive lifestyle (including obesity).
- D. How and when to seek support including which adults to speak to in school if they are worried about their health.

Outcome 9: Healthy eating

Pupils should be taught to:

- A. What constitutes a healthy diet (including understanding calories and other nutritional content).
- B. The principles of planning and preparing a range of healthy meals.
- C. 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).

Outcome 10: Drugs, alcohol and tobacco

Pupils should be taught to:

- A. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Outcome 11: Health and prevention

Pupils should be taught to:

- B. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- C. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- D. The importance of sufficient good quality sleep for good health and that a



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lack of sleep can affect weight, mood and ability to learn.

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

Outcome 12: Basic first aid

Pupils should be taught to:

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

Outcome 13: Changing adolescent body

Pupils should be taught to:

- A. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- B. About menstrual wellbeing including the key facts about the menstrual cycle.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Anti-Bullying Week 15-19 November	Safer Internet Day 8 th February		Refugee week 20 th June	
Year 3	What does it mean to represent someone?	What are families like?	What keeps us safe?	Why should we keep active and sleep well?	What makes a community?	Why should we eat well and look after our teeth?
	How can we be a good friend?		What can we do in an emergency?			
Year 4	What is a Government?	How can we manage our feelings?	How can our choices make a difference	How can we help in an emergency?	How do we treat each other with respect?	How can we manage risk in different places?
	What strengths, skills and interests do we have?		to others and the environment?			
Year 5	What is Parliament?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	What makes up a person's identity?		How will we grow and change?			
Year 6	What is democracy?	What will change as we become more independent? How do friendships change as we grow?			How can we keep healthy as we grow?	
	How can the media influence people?				How can we help in an emergency?	



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Core Learning End of Key Stage Outcomes across KS2 RHE curriculum

Theme 1: Families and people who care for me	<p>Know that families are important for children growing up because they can give love, security and stability. Know that others' families 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.</p> <p>Know the characteristics of healthy family life. Know 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.</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Know that marriage represents a formal and legally recognised commitment of 2 people to each other which is intended to be life-long.</p>
Theme 2: Caring friendships	<p>Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Know 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.</p> <p>Know 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.</p>
Theme 3: Respectful relationships	<p>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.</p> <p>Know the importance of self-respect and how this links to their own happiness.</p> <p>Know 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.</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Know the conventions of courtesy and manners.</p> <p>Know 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.</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>



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	<p>Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
<p>Theme 4: Online relationships :</p>	<p>Know that people sometimes behave differently online, including by pretending to be someone they are not. Know 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. Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Know how information and data is shared and used online. Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Know how information and data is shared and used online. Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>
<p>Theme 5: Being safe</p>	<p>Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Know 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. Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Know how to recognise and report feelings of being unsafe or feeling bad about any adult. Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. Know where to get advice e.g. family, school and/or other sources.</p>
<p>Theme 6: Mental wellbeing</p>	<p>Know mental wellbeing is a normal part of daily life, in the same way as physical health. Know 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. Know how to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. Know how to judge whether what they are feeling and how they are behaving is appropriate and</p>



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	<p>proportionate.</p> <p>Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Know where and how to seek support (including recognising the triggers for seeking support).</p> <p>Know ... 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).</p> <p>Know 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.</p>
<p>Theme 7: Internet safety and harms</p>	<p>Know that for most people the internet is an integral part of life and has many benefits.</p> <p>Know 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.</p> <p>Know 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.</p> <p>Know why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Know 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.</p> <p>Know 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.</p> <p>Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Know where and how to report concerns and get support with issues online.</p>
<p>Theme 8: Physical health and fitness</p>	<p>Know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>Know 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.</p> <p>Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Know the risks associated with an inactive lifestyle (including obesity).</p> <p>Know how and when to seek support including which adults to speak to in school if they are worried about their health.</p>



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Theme 9: Healthy eating	<p>Know what constitutes a healthy diet (including understanding calories and other nutritional content). Know the principles of planning and preparing a range of healthy meals. Know 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).</p>
	<p>Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
Theme 11: Health and prevention	<p>Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Know the facts and science relating to allergies, immunisation and vaccination.</p>
Theme 12: Basic first aid	<p>Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. Know how to make a clear and efficient call to emergency services if necessary.</p>
Theme 13: Child adolescent body	<p>Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Know about menstrual wellbeing including the key facts about the menstrual cycle.</p>