



## RSHE Curriculum – Units of work and sequence of lessons

Our Relationships, Sex and Health Education (RSHE) curriculum is based on the SCARF programme of study <https://www.coramlifeeducation.org.uk/> It incorporates all aspects of the curriculum and is based on a two year cycle. There are three key themes which themselves have specific sub-themes.

**Relationships which incorporates Healthy Relationships, Feelings and Emotions and Valuing Differences**

**Health and Well-Being which incorporates Healthy Lifestyles, Keeping Safe and Growing and Changing**

**Living in the Wider World which incorporates Rules, Rights and Responsibilities, Caring for the Environment and Money**

Each half term will have a theme and a sequence of age appropriate lessons, using the SCARF lesson materials, will be delivered. The lesson themes are supplemented through assemblies which link in to provide a coherent approach.

Pupils in reception follow a slightly different programme which is detailed on the EYFS curriculum document.

For our older pupils, additional input is used when teaching sex education themes. Similarly, we use appropriate opportunities and resources to enrich our curriculum such as visits from the Dogs' Trust, schools trips (such as one to the Crown Court in Exeter) and visitors to school to talk about various issues such as health and well-being.

Our curriculum intent is that children develop positive relationships with others over time and understand how to maintain good mental and physical health not least as they grow older and their bodies change. Included in this is the children gaining an understanding of consent. This starts when the children are in their formative years in school through developing an understanding of their own bodies and those of others and what is or is not appropriate.

We want children to understand about different cultures to their own and are able to value everyone, regardless of any differences that may exist. We teach the children to understand their contribution to society and their role in upholding fundamental British Values. Likewise, we teach the children to keep themselves safe both in the real and virtual worlds. Children are made aware of their environment and the need to protect it as well as having a good financial awareness as they move towards adulthood. The curriculum can also be adapted to respond to specific incidents or topical issues.

Also see assembly plan for each term	Teddy Class	Panda Class	Koala Class
<b>Year 1 Autumn 1</b> (Relationships - Healthy Relationships)	<u>Who can help? (2)</u> (Y1) <u>How are you listening?</u> (Y1) <u>Good or bad touches?</u> (Y1) <u>A helping hand</u> (Y2) <u>I don't like that!</u> (Y2) <u>Don't do that!</u> (Y2)	<u>Looking after our special people</u> (Y3) <u>Danger or risk?</u> (Y3) <u>How can we solve this problem?</u> (Y3) <u>Body space</u> (Y3) <u>Islands</u> (Y4) <u>Human machines</u> (Y4)	<u>Give and take</u> (Y5) <u>Stop, start, stereotypes</u> (Y5) <u>Behave yourself</u> (Y5) <u>Assertiveness skills (formerly Behave yourself - 2)</u> (Y6) <u>Don't force me</u> (Y6) <u>Acting appropriately</u> (Y6)
<b>Year 1 Autumn 2</b> (Kindness and thoughtfulness not part of SCARF)	During this half term we consider the LGBTQ community and different family arrangements. We also look at the work of charities in the UK not least those related to Christmas and issues such as homelessness.	During this half term we consider the LGBTQ community and different family arrangements. We also look at the work of charities in the UK not least those related to Christmas and issues such as homelessness.	During this half term we consider the LGBTQ community and different family arrangements. We also look at the work of charities in the UK not least those related to Christmas and issues such as homelessness.
<b>Year 1 Spring 1</b> (Living in the Wider World – Rules, Rights, Responsibilities)	<u>Why we have classroom rules</u> (Y1) <u>Taking care of something</u> (Y1) <u>Our special people balloons</u> (Y1) <u>Our ideal classroom (1)</u> (Y2) <u>When I feel like erupting</u> (Y2) <u>When someone is being left out</u> (Y2)	<u>As a Rule</u> (Y3) <u>Our friends and neighbours</u> (Y3) <u>For or against</u> (Y3) <u>How do we make a difference?</u> (Y4) <u>In the news!</u> (Y4) <u>The people we share our world with</u> (Y4)	<u>Local councils</u> (Y5) <u>Fact or opinion?</u> (Y5) <u>Democracy in Britain 1 - Elections</u> (Y6) <u>Democracy in Britain 2 - How (most) laws are made</u> (Y6) <u>Two sides to every story</u> (Y6) <u>Tolerance and respect for others</u> (Y6)

<p><b>Year 1 Spring 2</b> (Health and Well Being – Keeping Safe)</p>	<p><u>Harold loses Geoffrey</u> (Y1) <u>Who can help? (1)</u> (Y1) <u>Harold's school rules</u> (Y1) <u>What could Harold do?</u> ✖ (Y1) <u>Harold's Picnic</u> (Y2) <u>Respecting Privacy</u>(Y2)</p>	<p><u>The Risk Robot</u> (Y3) <u>Safe or Unsafe?</u> (Y3) <u>Helping each other stay safe</u> (Y3) <u>Danger, risk or hazard?</u> (Y4) <u>Who helps us stay healthy and safe?</u> (Y4) <u>Picture Wise</u> (Y4)</p>	<p><u>Independence and responsibility</u> (Y5) <u>Decision dilemmas</u> (Y5) <u>Drugs: true or false?</u> (Y5) <u>What's the risk? (1)</u> (Y6) <u>What's the risk? (2)</u> (Y6) <u>Traffic lights</u> (Y6)</p>
<p><b>Year 1 Summer 1</b> (Health and Well-Being – Healthy Lifestyles)</p>	<p><u>Harold's wash and brush up</u> (Y1) <u>I can eat a rainbow</u> (Y1) <u>My day</u> (Y2) <u>Harold's bathroom</u> (Y2) <u>Harold's postcard - helping us to keep clean and healthy</u> (Y2) <u>My body needs...</u> (Y2)</p>	<p><u>Poorly Harold</u> (Y3) <u>Body team work</u> (Y3) <u>Derek cooks dinner! (healthy eating)</u> (Y3) <u>Making choices</u> (Y4) <u>SCARF Hotel</u> (Y4) <u>Medicines: check the label</u> (Y4)</p>	<p><u>Smoking: what is normal?</u> (Y5) <u>Getting fit</u> (Y5) <u>It all adds up!</u> (Y5) <u>Alcohol: what is normal?</u> <u>I look great!</u> (Y6) <u>We have more in common than not</u> (Y6)</p>
<p><b>Year 1 Summer 2</b> (Health and Well-Being – Growing and Changing)</p>	<p><u>Harold learns to ride his bike</u> (Y1) <u>Then and now</u> (Y1) <u>Inside my wonderful body!</u> (Y1) <u>My body, your body</u> (Y2) <u>Sam moves away</u> (Y2) <u>Life Stages: Human life stage - who will I be?</u> (Y2)</p>	<p><u>My special pet</u> (Y3) <u>Top talents</u> (Y3) <u>Together</u> (Y3) <u>An email from Harold!</u> (Y4) <u>Moving house</u> (Y4)</p>	<p><u>Different skills</u> (Y5) <u>How are they feeling?</u> (Y5) <u>Star qualities?</u> (Y5) <u>Is this normal?</u> (Y6) <u>Helpful or unhelpful? Managing change</u> (Y6)  Older pupils will also undertake additional lessons during this term which focus on the reproduction process and puberty.</p>
<p><b>Year 2 Autumn 1</b> (Relationships - Healthy Relationships)</p>	<p><u>Surprises and secrets</u> (Y1) <u>Unkind, tease or bully?</u> (Y1) <u>Some secrets should never be kept</u> (Y1) <u>Should I tell?</u> (Y2) <u>Solve the problem</u> (Y2) <u>Bullying or teasing?</u> (Y2)</p>	<p><u>Friends are special</u> (Y3) <u>Tangram team challenge</u> (Y3) <u>Looking after our special people</u> (Y3) <u>Relationship Tree</u> (Y3) <u>Ok or not ok? (part 1)</u> (Y4) <u>Ok or not ok? (part 2)</u> (Y4)</p>	<p><u>It could happen to anyone</u> (Y5) <u>Taking notice of our feelings</u> (Y5) <u>Collaboration Challenge!</u> (Y5) <u>Solve the friendship problem</u> (Y6) <u>Let's negotiate</u> (Y6) <u>Working together</u> (Y6) <u>Pressure online</u> (Y6)</p>

	<u>Types of bullying</u> (Y2)		
<b>Year 2 Autumn 2</b> (Living in the Wider World - Valuing Differences)	<u>It's not fair!</u> (Y1) <u>Good friends</u> (Y1) <u>Same or different?</u> (Y1) <u>An act of kindness</u> (Y2) <u>What makes us who we are?</u> (Y2)	<u>Family and friends</u> (Y3) <u>Respect and challenge</u> (Y3) <u>Let's celebrate our differences</u> (Y3) <u>What would I do?</u> (Y4) <u>What makes me ME!</u> (Y4) <u>Friend or acquaintance?</u> (Y4)	<u>Qualities of friendship</u> (Y5) <u>Kind conversations</u> (Y5) <u>Happy being me</u> (Y5) <u>Advertising friendships!</u> (Y6) <u>Respecting differences</u> (Y6) <u>OK to be different</u> (Y6)
<b>Year 2 Spring 1</b> (Living in the Wider World – Caring for the Environment)	<u>Being helpful at home and caring for our classroom</u> (Y1) <u>How can we look after our environment?</u> (Y2) <u>Caring for our world</u> (Y1) <u>Around and about the school!</u> (Y2) During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND	<u>Let's have a tidy up!</u> (Y3) <u>My community</u> (Y3) <u>Our helpful volunteers</u> (Y3) <u>Harold's environment project</u> (Y3) <u>Volunteering is cool!</u> (Y4) <u>My school community (1)</u> (Y4) During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND	<u>Rights, responsibilities and duties</u> (Y5) <u>My school community (2)</u> (Y5) <u>Community art</u> (Y6) <u>Action stations!</u> (Y6) <u>Happy shoppers</u> (Y6) During this unit of work the children should also local environmental projects such as Surfers against Sewage, Plastic Free ND
<b>Year 2 Spring 2</b> (Living in the Wider World – Money)	<u>Harold's money</u> (Y1) <u>How should we look after our money?</u> (Y1) <u>Harold saves for something special</u> (Y2) <u>Harold goes camping</u> (Y2) In addition, look at why we have money and what banks do	<u>Can Harold afford it?</u> (Y3) <u>Earning money</u> (Y3) <u>Harold's expenses</u> (Y4) <u>Why pay taxes?</u> (Y4) In addition, look at what loans, mortgages and credit cards are.	<u>Spending wisely</u> (Y5) <u>Lend us a fiver!</u> (Y5) <u>Boys will be boys? - challenging work-place gender stereotypes</u> (Y5) <u>What's it worth?</u> (Y6) <u>Jobs and taxes</u> (Y6) In addition, look at the principles and terminology of business such as profit.
<b>Year 2 Summer 1</b> (Relationships – Feelings and Emotions)	<u>Thinking about feelings</u> (Y1) <u>Harold has a bad day</u> (Y1) <u>Who are our special people?</u> (Y1) <u>Feelings and bodies</u> (Y1) <u>How are you feeling today?</u> (Y2) <u>How do we make others feel?</u> (Y2) <u>My special people</u> (Y2)	<u>Secret or surprise?</u> (Y3) <u>Dan's dare</u> (Y3) <u>Secret or surprise?</u> (Y4) <u>Different feelings</u> (Y4) <u>What would I do?</u> (Y4)	<u>How good a friend are you?</u> (Y5) <u>Dear Ash</u> (Y5/6) <u>Ella's diary dilemma</u> (Y5) <u>Is it true?</u> (Y5) <u>Dan's day</u> (Y6)

<p><b>Year 2 Summer 2</b> (Health and Well-Being – Growing and Changing)</p>	<p><u>Keeping privates private</u> (Y1) <u>Taking care of a baby</u> (Y1) <u>Harold learns to ride his bike</u> (Y1) <u>Haven't you grown!</u> (Y2) <u>My body, your body</u> (Y2) <u>Sam moves away</u> (Y2)</p>	<p><u>I am fantastic!</u> (Y3) <u>My changing body</u> (Y3) <u>An email from Harold!</u> (Y4) <u>My feelings are all over the place!</u> (Y4) <u>All change!</u> (Y4)</p>	<p><u>Dear Hetty</u> (Y5) <u>Boys will be boys? - challenging gender stereotypes</u> (Y6) <u>Growing up and changing bodies</u> (Y5) <u>This will be your life!</u> (Y6) <u>Media manipulation</u> (Y6) Older pupils will also undertake additional lessons during this term which focus on the reproduction process and puberty.</p>
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