

RHE Scheme of work EYFS

Relationships/Seals/ Feelings and Emotions					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising sadness, anger, happiness Teach children to recognise emotional triggers (losing a toy, routine change) Teach children that feeling emotions such as sadness doesn't mean we are unwell – feelings often change throughout the day					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
Who is in your family? Who cares for you?	What makes you happy? <i>See mental health, wellbeing and mindfulness resources on teacher shared.</i>	What are our rules in our classroom? Why do we have them?

Keeping and staying safe	Keeping and staying healthy	Being Responsible	Computer Safety
<p>Early Learning Goal Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>Who keeps us safe? If you need help who could you ask? (awareness of emergency services)</p>	<p>Early Learning Goal Children know the importance for good health of physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Early Learning Goal Children play cooperatively, taking turns with others. They take account of one and another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and staff.</p>	<p>Early Learning Goal Children learn that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Other curriculum links	<i>See science progression grid/ Outdoor Learning/Pedestrian training</i>		

RHE Scheme of work Year 1

Relationships/Seals/ Feelings and Emotions					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising disgust, surprise, sadness, anger, happiness Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing Teach children that feeling emotions such as sadness doesn't mean we are unwell – feelings often change throughout the day and over longer periods					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
Who is in your family? Who cares for you? Who lives in your house? What do you do together as a family? Learn that families are important for growing up Families sometimes look different from their families. Families care for each other, look after each other and love each other.	Introducing mental wellbeing: Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Explain to the children that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, eating and sleeping well can also help. What makes you happy? Sad? What makes other people happy? What are your hobbies and interests? Why is it important that we play outside? Why is it important that we get enough sleep? <i>See mental health, wellbeing and mindfulness resources on teacher shared.</i>	Why do we have rules in school? What are your responsibilities in school? What do the police do to help us?

Keeping and staying safe	Keeping and staying healthy	Being Responsible	Computer Safety	Asking for help
What do I need to keep safe from? What may put me and others at risk? Understand road safety Develop road sense. NSPCC pants rule	What does a healthy person look like? What do we do to keep healthy as an individual and as a class? Germs and how they spread. How to prevent spread of germs. <i>Links to Science SOW</i>	What are you responsible for? How do your responsibilities change as you grow? Importance of preventing accidents. Recognise being responsible and irresponsible.	Awareness of current APPs and games used. Awareness of computer safety rules Understand how online activities can affect others. Be able to recognise negative aspects of using technology. <i>Links to Computing SOW</i>	Where do you go for help if you are lost?(e.g. in a shop, in the street etc) How do the police help us?

Other curriculum links	Links to RE SOW, PE SOW, Pedestrian training
-------------------------------	--

RHE Scheme of work Year 2

Relationships/Seals/ Feelings and Emotions					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising joy, fear, disgust, surprise, sadness, anger, happiness Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing; their own behaviour and emotions can affect others Teach children that feeling emotions such as sadness doesn't mean we are unwell – feelings often change throughout the day and over longer periods.					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
Families are all different and we should respect those differences, but all families love and care for each other. What do you do together as a family? What different activities do you do with different members of your own family? How does your family help and support each other?	Introducing mental wellbeing: Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Explain to the children that things they value, enjoy or are good at can all support mental wellbeing. Positive relationships, eating and sleeping well can also help. Why is it important that we go outside and take exercise? What hobbies and interests do you have and how do these make you feel? Why is it important to see friends and family? How can I make people feel happy, sad, angry? What do you do if you are feeling bored? Why is sleep important? See mental health, wellbeing and mindfulness resources on teacher shared.	Why do we have rules in school? What types of rules are there outside of school? Who protects us if people break the rules? Learn that there are many different faiths and beliefs (or having none) and these beliefs should be respected.

Keeping and staying safe	Keeping and staying healthy	Being Responsible/ First aid	Computer Safety	Money Matters
Stranger Danger Pedestrian Training and Road safety What do the ambulance service do for us? NSPCC Pants rule	Understand how and why we need to brush our teeth Know the differences between healthy and unhealthy choices Understand which foods help us grow and keep healthy.	Know how you can help other people Understand the risks of talking to people you don't know very well in the community	Understand that your online actions can affect others Know the risks of sharing images without permission <i>Links to Computing SOW</i>	What is money? Why do we need money? How can we use money? How can we get money? Understand the different ways that we can receive money.

		How to ring 999 and ask for help. (Heartstart)		Know how to keep money safe. Understand the importance of saving money
Other curriculum links	<i>Links to RE SOW, PE SOW, Pedestrian training/heartstart</i>			

RHE Scheme of work Year 3

Relationships/ Seals/ Feelings and Emotions					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising pride, shame, jealousy, empathy Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing; their own behaviour and emotions can affect others					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
<p>Why is your family important to you?</p> <p>Recognise that families have commitment to each other and protect and care for each other.</p> <p>Recognise that all families are not the same and they respect these differences.</p>	<p>Introducing mental wellbeing:</p> <p>Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.</p> <p>Prompt children to reflect on ways they can contribute to others' mental wellbeing and establish which activities help them maintain their own wellbeing.</p> <p>Teach children that mental wellbeing can sometimes be affected by events that sometimes people need help to cope or get better.</p> <p>Why is it important that we have hobbies and interests?</p> <p>Why do some people volunteer to help others?</p> <p>Why is it important to get enough rest and sleep?</p> <p>What do you do if you are feeling bored or lonely?</p> <p>What is the difference between boredom and loneliness?</p> <p>How can I tell what other people are feeling?</p> <p>What are the benefits of physical exercise and being outdoors?</p>	<p>What are my responsibilities in school and at home?</p> <p>How can I contribute to the school?</p> <p>Why do we have rules inside and outside of school and how do these protect us.</p> <p>Learn that there are many different faiths and beliefs (or having none) and these beliefs should be respected.</p> <p>What is respect?</p>

Keeping and staying safe	Keeping and staying healthy	Being Responsible/ First Aid	Computer Safety	Fire safety
<p>Who keeps us safe?</p> <p>How to keep safe in a range of scenarios</p>	<p>Know, understand and be able to practise simple safety rules about medicines</p>	<p>Be able to describe how you might feel if something is borrowed and not returned.</p>	<p>Be able to identify possible dangers and consequences of talking to strangers online.</p>	<p>Who can help keep us safe?</p> <p>When and why should we call 999?</p> <p>Know what an hoax call is</p>

<p>Understand the hazards in the home and outside. How to react to hazards. Understand warning signs NSPCC pants rule Bikeability</p>	<p>Know who we can accept medicines from What is healthy and unhealthy? Learn about keeping safe in the sun</p>	<p>Know why it is wrong to steal. Assessing danger, making an emergency phone call, checking breathing, recovery position.</p>	<p>Know how to keep safe in an online chatroom. <i>Links to Computing SOW</i></p>	<p>Understand the dangers of fire. Understand the work of the fire service and how they help to keep us safe</p>
<p>Other curriculum links</p>	<p><i>Links to RE SOW, PE SOW, Bikeability/heartstart</i></p>			



RHE Scheme of work Year 4

Relationships/Seals/ Feelings and Emotions

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising pride, shame, jealousy, empathy, dismay, embarrassment Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing; their own behaviour and emotions can affect others Raise awareness of: the impact of life events (parents separating, arrival of a new sibling).					

Families and People who care for me	Mental Wellbeing and Mindfulness	British values/ Citizenship
Why are families important? What is at the heart of a happy family? Why is it important to spend time together as a family?	Introducing mental wellbeing: Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Prompt children to reflect on ways they can contribute to others' mental wellbeing and establish which activities help them maintain their own wellbeing. Teach children that mental wellbeing can sometimes be affected by events that sometimes people need help to cope or get better. Teach children that wellbeing is a spectrum and addressing issues early can help more. Why do people volunteer? What are the benefits to them? What hobbies and interests do you have and how do they make you feel? How can I tell what other people are feeling? What events/people make me feel happy/sad/anxious/upset? What do you do if you are feeling lonely? How can you help someone who is feeling lonely?	Learn that there are many different faiths and beliefs (or having none) and these beliefs should be respected. What is respect? What is democracy and why is it important to vote?

	<p>What is the difference between boredom, loneliness and isolation?</p> <p>Why is it important to spend time with friends and family?</p> <p>Learn that mental health is a normal part of life, the same as physical health</p> <p>See mental health, wellbeing and mindfulness resources on teacher shared.</p>	
--	---	--

Keeping and staying safe	Keeping and staying healthy	Growing and changing	Being responsible/ First Aid	Computer Safety	The working world	A world without judgement
<p>Bikeability</p> <p>Be able to identify strategies to keep ourselves and others safe.</p> <p>Be able to identify a risky choice.</p> <p>NSPCC Pants rule</p> <p>Understand the concept of privacy and that there are different kinds of secrets.</p>	<p>Know and understand that too much sugar, salt and saturated fat in our food and drink can affect us now and when we are older.</p> <p>What is a healthy lifestyle choice?</p> <p>What are the risks associated with an inactive lifestyle?</p>	<p>Do we all grow and change in the same way?</p> <p>Know that relationships change as we get older.</p> <p>Be able to identify how relationships can be healthy and unhealthy.</p> <p>Learn strategies for asking for help if needed.</p>	<p>Understand the importance of being responsible in a range of situations.</p> <p>How can we be responsible at home, at school and in the community?</p> <p>Be able to discuss a range of situations where being on time is important.</p> <p>Assessing danger, making an emergency phone call, checking breathing, recovery position. Basic CPR</p>	<p>What are the positives and negatives of using computers and being online?</p> <p>Be able to identify cyberbullying and it's consequences.</p> <p>Be able to develop coping strategies if we or someone we know is being bullied online.</p> <p>Know how to ask for help.</p> <p><i>Links to Computing SOW</i></p>	<p>Know and understand who pays for their services that keep us healthy and safe.</p> <p>Be able to identify ways in which we can help those who look after us.</p> <p>Be able to identify who covers the cost of our education/</p> <p>What is tax?</p> <p>What is VAT?</p>	<p>How can we focus on the positive attributes of others?</p> <p>Know and understand that being different is ok.</p> <p>Know and understand that our judgements and opinions affect others.</p> <p>How does it feel when we are judged?</p>
Other curriculum links	<i>Links to RE SOW, PE SOW, Bikeability/heartstart/swimming</i>					

RHE Scheme of work Year 5

Relationships/Seals/ Feelings and Emotions

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
Teach children to identify and name the range of emotions in daily life: Recognising multiple emotions (feeling good, bad or indifferent at the same time) Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing; their own behaviour and emotions can affect others Raise awareness of: the impact of life events (parents separating, arrival of a new sibling. The many factors that can affect mood such as responsibilities, personal preferences, exercise					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
Why do some people decide to get married? What does marriage represent? What do you do if someone in your family makes you feel worried, happy or unsafe? Where and Who can you ask for help and advice?	Introducing mental wellbeing: Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise. Prompt children to reflect on ways they can contribute to others' mental wellbeing and establish which activities help them maintain their own wellbeing. Teach children that mental wellbeing can sometimes be affected by events that sometimes people need help to cope or get better. Teach children that wellbeing is a spectrum and addressing issues early can help more. Teach children that people can seem happy but still need help. What hobbies, interests, people enable you to be happy and feel calm and safe?	Learn that there are many different faiths and beliefs (or having none) and these beliefs should be respected. Should everyone be respected? Why bother voting?

<p>Who can you talk to if you are worried about your own or someone else's mental wellbeing?</p> <p>How can different people and events make you feel different emotions?</p> <p>How do you recognise different emotions in others?</p> <p>How can I help reduce loneliness in myself and others?</p> <p><i>See mental health, wellbeing and mindfulness resources on teacher shared.</i></p>

Keeping and staying safe	Keeping and staying healthy	Growing and changing	Being responsible/ First Aid	Computer Safety	The working world	A world without judgement
<p>Understand potential outcomes of taking risks.</p> <p>What is peer pressure and why do we give in to it?</p> <p>Develop strategies to cope with peer pressure.</p> <p>Discuss what sorts of boundaries are appropriate in friendships with peers and others.</p> <p>NSPCC pants rule</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves and others, and keep trying until they are heard.</p> <p>Discuss why there are different age ratings on films and games.</p>	<p>Understand that cigarettes contain nicotine and there are risks (social and legal) related to smoking.</p> <p>Know and understand how smoking can affect your future health and wellbeing.</p> <p>How do you know if you are ill?</p>	<p>Know that relationships change as we get older. be able to identify how relationships can be healthy and unhealthy. learn strategies for asking for help if needed.</p> <p>Understand what puberty means. know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty.</p>	<p>Learn skills of how to speak out when someone is being unkind to us or others. Be able to describe caring and considerate behaviour.</p> <p>Understand why it is important to be considerate and stand up to people who are not behaving in an appropriate and responsible way.</p> <p>Assessing danger, making an emergency phone call, checking breathing, recovery position. CPR and rescue breaths. Choking</p>	<p>Understand the consequences of potential outcomes of sharing images online. Know that there are rules and laws about sharing images online.</p> <p>How to overcome pressures to share online.</p> <p><i>Links to Computing SOW</i></p>	<p>Understand the basics of saving money.</p> <p>Be able to identify how you can help at home.</p> <p>Understand how to budget for items you would like to buy.</p> <p>What jobs do people do that you know?</p> <p>What knowledge and skills do you think you need to do different jobs?</p>	<p>What makes us different and unique?</p> <p>What makes our community diverse?</p>
Other curriculum links	<i>Links to RE SOW, PE SOW, bikeability/heartstart/swimming</i>					

RHE Scheme of work Year 6

Relationships/ Seals/ Feelings and Emotions

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
New beginnings Peaceful Problem solving	Getting on and Falling out Say no to bullying	Good to be me	Relationships	Going for Goals	Changes
<p>Teach children to identify and name the range of emotions in daily life: Recognising multiple emotions (feeling good, bad or indifferent at the same time), false emotions (pretending)</p> <p>Teach children to recognise emotional triggers (losing a toy, routine change); that the behaviour of others can affect their wellbeing; their own behaviour and emotions can affect others</p> <p>Raise awareness of: the impact of life events (parents separating, arrival of a new sibling. The many factors that can affect mood such as responsibilities, personal preferences, exercise; how events can affect the intensity of our emotions.</p>					

Families and People who care for me	Mental Wellbeing and Mindfulness	British Values/ Citizenship
<p>Learn what marriage represents and discuss why people may not choose to get married.</p> <p>learn how to recognise if a family relationship is making them feel unhappy or unsafe, and how to ask for help and advice from others when needed.</p>	<p>Introducing mental wellbeing:</p> <p>Teach children that, like physical health, mental wellbeing is an important part of daily life that is influenced by different factors, including exercise.</p> <p>Prompt children to reflect on ways they can contribute to others' mental wellbeing and establish which activities help them maintain their own wellbeing.</p> <p>Teach children that mental wellbeing can sometimes be affected by events that sometimes people need help to cope or get better.</p> <p>Teach children that wellbeing is a spectrum and addressing issues early can help more.</p>	<p>Learn that there are many different faiths and beliefs (or having none) and these beliefs should be respected.</p> <p>Does everyone deserve respect?</p> <p>Who polices the police?</p> <p>What does parliament actually do?</p>

Teach children that people can seem happy but still need help.
 Who can you talk to if you are worried about your own or someone else's mental wellbeing?
 Understand that it is common for people to experience mental health and for many people it can be resolved if the right support is available.
 What self-help strategies do you have to help your mental wellbeing?
 How can different people and events make you feel different emotions?
 I can I help reduce loneliness in myself and others?
 How do you recognise different emotions in others?
See mental health, wellbeing and mindfulness resources on teacher shared.

Keeping and staying safe	Keeping and staying healthy	Growing and changing	Being responsible/ First Aid	Computer Safety	The working world	A world without judgement
<p>Dangers of water. Keeping safe near water Warning signs and water. Discuss what sorts of boundaries are appropriate in friendships with peers and others. NSPCC pants rule How to recognise and report feelings of being unsafe or feeling bad about an any adult How to ask for advice or help for themselves and others, and keep trying until they are heard.</p>	<p>Be able to predict and asses the level of risk in different fun situations. Be able to understand the risks associated with alcohol.</p>	<p>Understand what puberty means. know and understand the changes that boys and girls may go through during puberty. Understand why bodies go through puberty.</p>	<p>Understand the importance of not stealing Why is it important to be considerate and maintain a positive reputation? Understand we should not take people's possessions without permission. Assessing danger, making an emergency phone call, checking breathing, recovery position. CPR and rescue breaths. Choking, Heart attack and use of Defibrillator, serious bleeding</p>	<p>Know and understand the potential dangers of talking to people online. Understand that fake online profiles exist, and that people are not always who they say they are. <i>Links to Computing SOW</i></p>	<p>Understand the impact of spending money without permission. How can we help our family save money? What services do we get from the local council, National Government etc and how are these paid for? Why do we have charities and voluntary institutions?</p>	<p>Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British Values.</p>

<p>How to report concerns, or abuse , and the vocabulary and confidence to do so. Know why there are different age ratings on films and games.</p>						
<p>Other curriculum links</p>	<p><i>Links to RE SOW, PE SOW,heartstart</i></p>					

