






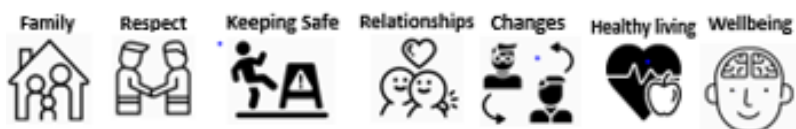





Concept Map – RSHE

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family 	Families Respect Identity	Families Respect Identity	Families Respect Identity	Families Respect Identity	Families Respect Identity	Families Respect Identity	Families Respect Identity
Respect 	Bullying Respect	Bullying Respect	Bullying Respect	Bullying Respect Identity	Bullying Respect Identity	Bullying Respect Identity	Bullying Respect Identity
Keeping Safe 	How to keep safe	How to keep safe	How to keep safe	How to keep safe Online safety	How to keep safe Online safety	How to keep safe Online safety	How to keep safe Online safety
Relationships 	Families Friendships Relationships	Families Friendships Relationships	Families Friendships Relationships	Families Friendships Relationships inc LGBT+	Families Friendships Relationships inc LGBT+	Families Friendships Relationships inc LGBT+	Families Friendships Relationships inc LGBT+
Changes 						Mood swings (puberty)	Sex education, Careers, Secondary transition preparation
Healthy Living 	Personal hygiene	Personal hygiene/ virus'	Personal hygiene/ virus'	Personal hygiene/ viruses, allergies, vaccination & basic first aid Physical wellness/ illness, good sleep, dental, exercise	Personal hygiene/ viruses, allergies, vaccination & basic first aid Physical wellness/ illness, good sleep, dental, exercise, Alcohol	Personal hygiene/ viruses, allergies, vaccination & basic first aid Physical wellness/ illness, good sleep, dental, Drugs/alcohol	Personal hygiene/ viruses, allergies, vaccination & basic first aid
Wellbeing 	Emotions	Mental Health Emotions	Mental Health Emotions	Mental Health Emotions Isolation/ loneliness	Mental Health Emotions Isolation/ loneliness	Mental Health Emotions Isolation/ loneliness	Mental Health Emotions Isolation/ loneliness



Concept Curriculum Skills – RSHE

Concept	EYFS Curriculum Skills	KS1 Curriculum Skills	LKS2 Curriculum Skills	UKS2 Curriculum Skills
<p>Family</p> 	<ul style="list-style-type: none"> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Talk about the lives of the people around them and their roles in society. 	<ul style="list-style-type: none"> - families are important for children growing up because they can give love, security and stability. - 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. 	<ul style="list-style-type: none"> - 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 - 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 	<ul style="list-style-type: none"> - that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. - 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>Respect</p> 	<ul style="list-style-type: none"> - 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 - Explain the reasons for rules, know right from wrong and try to behave accordingly 	<ul style="list-style-type: none"> - 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. - the conventions of courtesy and manners 	<ul style="list-style-type: none"> - 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 - what a stereotype is, and how stereotypes can be unfair, negative or destructive. - 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. 	<ul style="list-style-type: none"> - 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. - 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>Keeping Safe</p> 	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - 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. - Negotiate space and obstacles safely, with consideration for themselves and others. 	<ul style="list-style-type: none"> - how to ask for advice or help for themselves or others, and to keep trying until they are heard. - where to get advice e.g. family, school and/or other sources - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	<ul style="list-style-type: none"> - 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 - how to report concerns or abuse, and the vocabulary and confidence needed to do so. - how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. - that people sometimes behave differently online, including by pretending to be someone they are not. - how to make a clear and efficient call to emergency services if necessary 	<ul style="list-style-type: none"> - how to recognise and report feelings of being unsafe or feeling bad about any adult - how information and data is shared and used online. - how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. - how and when to seek support including which adults to speak to in school if they are worried about their health.

			<ul style="list-style-type: none"> - why social media, some computer games and online gaming, for example, are age restricted. - where and how to report concerns and get support with issues online. 	
<p>Relationships</p>	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -how important friendships are in making us feel happy and secure, and how people choose and make friends. 	<ul style="list-style-type: none"> - what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). -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. - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. -that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	<ul style="list-style-type: none"> - 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. -practical steps they can take in a range of different contexts to improve or support respectful relationships -Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious -the importance of permission-seeking and giving in relationships with friends, peers and adults
<p>Changes</p>				<ul style="list-style-type: none"> -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.
<p>Healthy Living</p>	<ul style="list-style-type: none"> - Manage their own basic hygiene and personal needs, including dressing, going to the toilet - understanding the importance of healthy food choices 	<ul style="list-style-type: none"> - 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. - about personal hygiene and germs including bacteria, viruses, how they are spread 	<ul style="list-style-type: none"> - the risks associated with an inactive lifestyle (including obesity). - about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - the facts and science relating to allergies, immunisation and vaccination - the importance of sufficient good quality sleep for good health and that a lack of 	<ul style="list-style-type: none"> - 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).

		<p>and treated, and the importance of handwashing.</p>	<p>sleep can affect weight, mood.</p>	<p>-the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Health and prevention -how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. -safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. - concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>
<p>Wellbeing</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>	<p>-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. - that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p>	<p>-the importance of self-respect and how this links to their own happiness. - that mental wellbeing is a normal part of daily life, in the same way as physical health - 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 - the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness - 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. -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</p>	<p>-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.</p>



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