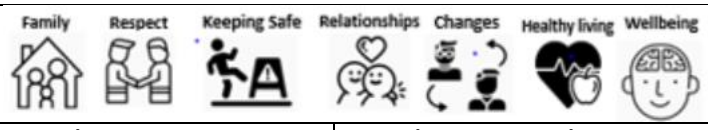
Britannia RSHE
Curriculum Overview
Key Stage 2

		
Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2	**LKS2 (Years 3 and 4)** **National curriculum**	**UKS2 (Years 5 and 6)** **National curriculum**
Families and people who care for me	-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. - 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. - 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.	- 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. - 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.
Caring friendships	- the characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. - that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened	-how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. -that not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. -how to manage conflict, and that resorting to violence is never right.
Respectful, kind relationships	-the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. -that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. -the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong	-the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. -that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. -the importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

Britannia RSHE
Curriculum Overview
Key Stage 2

	sense of their own identity, including through developing skills and interests. -practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. -the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults	-how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. -pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
Online safety and awareness **Covered within the computing curriculum** **Wellbeing online**	-the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. -online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. - that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. -why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. -the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. -where and how to report concerns and get support with issues online. -that they have rights in relation to sharing personal data, privacy and consent.	-that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. -how to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. -pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. -how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. -how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. -that abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. -how to understand the information they find online, including from search engines, and know how information is selected and targeted.

Britannia RSHE
Curriculum Overview
Key Stage 2

Being safe	-The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. -How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. -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. -What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to respond safely and appropriately to adults they may encounter (**in all contexts, including online**), including those they do and do not know. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
General Wellbeing	-that bullying **(including cyberbullying)** has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. -the benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. -pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. -that isolation and loneliness can affect children, and the benefits of seeking support.	-that bullying **(including cyberbullying**) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. -how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. -that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. -where and how to seek support (including recognising the triggers for seeking support), including who 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). -that it is common to experience mental health problems, and early support can help.
Physical health and fitness **Health protection**	-the importance of building regular physical activity 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, moderate and/or vigorous physical activity. -the risks associated with an inactive lifestyle, including obesity.	-how and when to seek support including which adults to speak to in school if they are worried about their health.

Britannia RSHE
Curriculum Overview
Key Stage 2

and prevention **Healthy eating** **Drugs, alcohol, tobacco and vaping**	-About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (this is covered in year 3 science) -About personal hygiene and germs including bacteria, viruses, how they are spread and treated. -what constitutes a healthy diet (including understanding calories and other nutritional content). -understanding the importance of a healthy relationship with food	-How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body -The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. -The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, **such as not using screens in the bedroom.** The impact of poor sleep on weight, mood and ability to learn. -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). -the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Basic first aid	-how to make a clear and efficient call to emergency services if necessary. -concepts of basic first-aid, for example identifying common injuries and ailments.	-how to make a clear and efficient call to emergency services if necessary, **including the importance of reporting incidents rather than filming them.** -concepts of basic first-aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	-about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle. - the correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	-about growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. -the facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.