

Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

Relationship and Sex Education						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> • Body Privacy and Saying Yes or No (PANTS rule) • Worries & Asking for Help • Special people • Friends and friendship • Family: Kindness & Relationships, Love • Changes in growth • Boys, girls and Stereotypes • Similarities and differences • Being safe in unfamiliar situations • Private and privacy • Feeling happy and sad • Feelings and impact on self and others 	<ul style="list-style-type: none"> • Body Privacy and Saying Yes or No (PANTS rule) • Worries & Asking for Help • Friends and friendship • Family: Kindness & Relationships, Love • Boys, girls and Stereotypes • Similarities and differences • Being safe in unfamiliar situations • Private and privacy • Feeling happy and sad • Feelings and impact on self and others • Coping with feelings and change 	<ul style="list-style-type: none"> • Early warning signs, saying yes or no, secrets • Body Privacy • Body Safety & FGM • Physical Contact & Appropriate Touch • Types of relationship (love and commitment) • Relationships and Conception • Changes in relationships (When Relationships go wrong) • Gender Expectations • Body changes and puberty • Media Influences: Masculinity & Femininity • Personal boundaries and the right to privacy 	<ul style="list-style-type: none"> • Early warning signs, saying yes or no, secrets • Body Privacy • Body Safety & FGM • Physical Contact & Appropriate Touch • Types of relationship (love and commitment) • Relationships and Conception • Changes in relationships (When Relationships go wrong) • Gender Expectations • Body changes and puberty • Media Influences: Masculinity & Femininity • Personal boundaries and the right to privacy • Pressure to share and dares 	<ul style="list-style-type: none"> • Body Privacy • Body Safety & FGM • Physical Contact & Appropriate Touch • Types of relationship (love and commitment) • Relationships and Conception • Changes in relationships (When Relationships go wrong) • Gender Expectations • Body changes and puberty • Media Influences: Masculinity & Femininity • Personal boundaries and the right to privacy 	<ul style="list-style-type: none"> • Body Privacy • Body Safety & FGM • Physical Contact & Appropriate Touch • Types of relationship (love and commitment) • Relationships and Conception • Changes in relationships (When Relationships go wrong) • Gender Expectations • Body changes and puberty • Media Influences: Masculinity & Femininity • Personal boundaries and the right to privacy

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	<ul style="list-style-type: none"> Coping with feelings and change 		<ul style="list-style-type: none"> Pressure to share and dares Challenging the impact of feelings on self Dealing with strong feelings 	<ul style="list-style-type: none"> Challenging the impact of feelings on self Dealing with strong feelings 	<ul style="list-style-type: none"> Pressure to share and dares Changing feelings Dealing with strong feelings 	<ul style="list-style-type: none"> Pressure to share and dares Dealing with strong feelings
Being Safe	<p>To know that what's in your pants is private</p> <p>To know when to keep a secret and when to tell</p> <p>To be able to name body parts and know which parts should be private</p> <p>To identify when people might want (or need) to keep something private</p> <p>To know that they have rights over their bodies</p> <p>To recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to)</p> <p>To identify different types of touch (cuddles, kisses,</p>	<p>To be able to name body parts and know which parts should be private</p> <p>To identify when people might want (or need) to keep something private</p> <p>To know that they have rights over their bodies</p> <p>To recognise that if they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to)</p> <p>To identify different types of touch (cuddles, kisses,</p>	<p>To recognise the physical signs our bodies give us when we are feel unsafe or scared</p> <p>To know when to keep a secret and when to tell</p> <p>Give reasons for when we should/shouldn't agree to keep secrets</p> <p>To describe how secrets make us feel</p> <p>To be able to identify adults they can trust and ask for help</p> <p>To identify people they can go to if they are feeling uncomfortable or hurt</p>	<p>To understand 'fight or flight' and the effect this can have on our bodies</p> <p>To recognise the physical signs our bodies give us when we are feel unsafe or scared</p> <p>To understand 'gut instinct'</p> <p>Explain why secrets that make us feel uncomfortable may not be kept</p> <p>Develop strategies to break confidence or not keep secrets that feel uncomfortable</p> <p>Understand when it is appropriate to take a risk and when to say no and seek help</p>	<p>To know that they have rights over their bodies</p> <p>Be able to identify adults they can trust and ask for help</p> <p>To understand that loving someone doesn't mean you always have to say yes</p> <p>Understand what it means to be assertive</p> <p>To explain that everyone has a right to have their 'body space' respected and that they should respect others body space</p> <p>To explain why it is wrong to make</p>	<p>To understand the implications of sharing sexual images/videos</p> <p>Recognise risk and make decisions about personal safety</p> <p>To understand that they have some control over the choice they make about looking after their bodies</p> <p>Identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')</p> <p>Recognise that FGM physical abuse and to do this to someone</p>

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<p>something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked not to)</p> <p>To know the difference between appropriate and inappropriate touch, and understand they have the right to say "no" to unwanted touch</p> <p>To identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)</p> <p>To know some basic rules for keeping themselves safe</p> <p>To start thinking about who they trust and who</p>	<p>punches, punches, pokes, tugs, strokes)</p> <p>To understand that they have the right to say "no" to unwanted touch</p> <p>To be able to recognise safe and unsafe situations</p> <p>To be able to recognise the physical signs of feeling unsafe</p> <p>To know some basic rules for keeping themselves safe</p> <p>To recognise and name feelings associated with worry</p> <p>To know some of the things that can cause different worries</p> <p>To know where to get help and the people who can help them</p>	<p>To be able to begin to recognise what makes them feel happy and positive about life</p> <p>To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</p> <p>To understand that they have the right to say "no" to unwanted touch</p> <p>Understand there is a difference between accidental and purposeful hurting, and recognise that physical contact that is aggressive or hurtful is not acceptable</p> <p>To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention)</p>	<p>Be able to identify adults they can trust and ask for help</p> <p>To identify people they can go to if they are feeling uncomfortable or hurt</p> <p>Respect their own and others bodies</p> <p>To know the difference between appropriate and inappropriate touch, and understand that they have the right to say "no" to unwanted touch</p> <p>To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable</p> <p>To identify sources of help/advice in school, outside school, locally, nationally by phone and online</p>	<p>anyone feel uncomfortable or confused by being too close</p> <p>To explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</p> <p>Recognise risk and make decisions about personal safety</p> <p>To understand that they have some control over the choice they make about looking after their bodies</p> <p>To identify what the letters 'FGM' stand for and that it is also known by other words (e.g. 'cutting')</p> <p>To recognise that FGM physical abuse and to do</p>	<p>is a serious crime (is illegal)</p> <p>Identify the risks that FGM can have on a person's present and future health</p> <p>Explain the importance of speaking out about FGM</p> <p>To explain in simple terms the concept of consent in relation to physical contact</p> <p>To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable</p> <p>To identify sources of help/advice in school, outside school, locally, nationally by phone and online</p>
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	they can ask for help	<p>To identify where they can go for help and how to ask for help in different contexts</p> <p>To understand why it is very important to tell someone if they are worried about something</p> <p>To develop strategies to be able to manage worries</p>	makes them worried or uncomfortable		<p>this to someone is a serious crime (is illegal)</p> <p>identify the risks that FGM can have on a person's present and future health</p> <p>explain the importance of speaking out about FGM</p> <p>To know the difference between appropriate and inappropriate touch, and understand that they have the right to say "no" to unwanted touch</p> <p>To describe or demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable</p>	
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					To identify sources of help/advice in school, outside school, locally, nationally by phone and online	
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Family and Friendship Relationships	<p>To know the people who are important to them</p> <p>Be able to identify special people in their lives</p> <p>To describe what makes them special</p> <p>To describe ways people care for each other</p> <p>To suggest some ways they can help special people to care for them</p> <p>To be able to tell when they feel cared for</p> <p>To appreciate the worth of being different</p> <p>To understand why family members have different needs</p>	<p>Consider the value of being a friend and having friends</p> <p>identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)</p> <p>Respect others' needs, feelings and opinions</p> <p>Know what bullying is and what to do if they experience or see it</p> <p>Think about why bullying is unacceptable</p> <p>To understand that there are different ways of expressing love</p> <p>Know that different types of family can have common features and functions</p>	<p>To develop understanding of different types of relationship including marriage</p> <p>To identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc)</p> <p>To know and understand about the many relationships in which they are all involved</p> <p>To describe how people can make friends with others</p> <p>To identify what makes a friendship good and how they know</p> <p>To identify peaceful ways to solve problems that might arise in friendships</p> <p>To develop a range of strategies that</p>	<p>Consider their developing responsibilities in relationships</p> <p>To consider why relationships change even when we might not want them to</p> <p>Understand that if someone leaves they might still love them</p> <p>To appreciate different ways of loving and the importance of love in relationships</p> <p>describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy</p> <p>Importance of maintaining friendships outside relationships (personal resilience)</p> <p>To understand relationships can fail through no one's fault</p>	<p>To know the stages of a human life cycle including birth</p> <p>To understand that all babies, human and animals have mothers and fathers</p> <p>Understand that different relationships have different functions and responsibilities</p> <p>recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people's parents and their family)</p> <p>explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even</p>	<p>To be able to identify parts of the reproductive system in males and females and describe their functions</p> <p>To have considered appropriate terminology for use in different contexts</p> <p>To know and understand about the process of reproduction and birth as part of the human life cycle</p> <p>identify the links between love, committed relationships/marriage and conception</p> <p>correctly name male and female body parts associated with conception</p> <p>identify how the sex parts relate to</p>
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<p>To consider why families are all different</p> <p>To know the people who look after them and their different roles and responsibilities</p> <p>To understand why families are special for caring and sharing</p> <p>To know and understand why families are special for caring and sharing</p> <p>To be able to tell when they feel cared for</p> <p>To be able to tell when they love or care for someone</p> <p>To understand how to be a friend</p>	<p>To understand that people have to make hard choices and sometimes</p> <p>To know that relationships are a two way thing</p> <p>To recognise worth in others and say why someone is special to them</p> <p>To be able to recognise their emotions towards their families</p>	<p>can be used when relationships change in a way we don't expect</p> <p>To recognise and name feelings associated with different relationships</p> <p>To learn the importance of respecting the other person's wishes</p> <p>Know how to deal with friendship problems</p>	<p>To understand importance of talking about your feelings and not being embarrassed to seek help if</p> <p>Understand that changes take place in human life-bereavement and making new relationships</p>	<p>if it might upset other people in the family or community</p> <p>To feel empowered to end relationships when they become unhealthy</p> <p>Consider how expectations are different in different relationships</p> <p>recognise that two people who love each other can also be in a committed relationship, and not be married</p>	<p>how a baby is made</p> <p>identify what sexual intercourse (human reproduction) is and explain that this may be one part of an intimate relationship between consenting adults</p> <p>be able to explain in simple terms what is meant by 'consenting'/'consent'</p> <p>be able to explain what pregnancy means, how long it lasts and where it occurs</p> <p>recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another</p>
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						<p>and want to spend their lives together)</p> <p>identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple's personal beliefs or values, (including cultural, religious, financial values)</p>
Identity	Know how they have grown and changed since they were a baby and know that	Respect other's needs, feelings and opinion identify similarities between	To know that stereotypes can be racist, sexist etc...	To identify some of the ways that humans change, physically and emotionally	To know the stages of a human life cycle including birth	To being to understand how the media impact on forming attitudes

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<p>they will go on growing and changing as they become adults.</p> <p>To be able to name the main external parts of the body</p> <p>To recall the physical differences between boys and girls</p> <p>To understand that boys and girls can do some tasks and enjoy the same things but that stories and television sometimes says that boys do this and girls do that</p> <p>To appreciate the worth of being different</p> <p>To be able to identify what they do and don't like doing</p>	<p>themselves and others</p> <p>describe basic differences and similarities between class members</p> <p>recognise that everyone is equal</p> <p>To be able to recognise and challenge stereotypes</p> <p>To understand how gender can be stereotyped</p> <p>Consider the difference between boys and girls and what a stereotype is</p>	<p>To understand how gender is stereotyped</p> <p>To consider personal attitudes to gender roles and stereotyping</p>	<p>To understand changes that happen both physically and emotionally as they grow older</p> <p>To understand that some changes will happen without choice</p> <p>To identify that the changes in puberty are ongoing and usually happen between the ages of 8-17 years</p> <p>To be able to identify parts of the reproductive system in males and females and describe their functions</p> <p>Identify where to get help and support about the changes that happen at puberty</p>	<p>To be able to identify parts of the reproductive system in males and females and describe their functions</p> <p>To have considered appropriate terminology for use in different contexts</p> <p>Explain what happens during periods (menstruation) and ejaculation and how to manage both</p> <p>Explain why it is important and how to keep themselves clean during puberty</p> <p>To know that the media stereotypes gender</p> <p>To know it is ok not to be the same as the people you see</p>	<p>Explain why we should be careful when we hear people say 'us' 'them' 'those types of people' or label groups of people usually using a term that is demeaning or abusive</p> <p>To be able to recognise and challenge gender stereotypes</p> <p>Know the difference between sex, gender identity and sexual orientation and that these are just one factor of a person's identity</p> <p>Explain that everyone is equal no matter their identity</p>
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	<p>Know that there are similarities and difference between people, gender, appearance, abilities, families, cultural background etc</p> <p>Know that people have things in common but that every individual is unique</p> <p>Be proud of who they are and accept that everyone is an individual</p>				<p>online or in the media</p> <p>Recognise how media portrayal of adolescence and modern lifestyle is overly glamorised/distorted</p> <p>Understand how media messages affect attitudes and can cause inequality of opportunity</p> <p>Identify a wide range of factors that contribute to someone's identity</p> <p>Explain or demonstrate ways we can value others who are similar or different from us</p> <p>To be able to recognise and challenge gender stereotypes</p>	
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Online	<p>Describe places they need to be safe and what they would do in each of them to be safe</p> <p>Know how to ask for help and whom to ask</p> <p>Be able to explain what is meant by 'private', privacy' and 'keeping something private'</p> <p>Know who to ask for help.</p>	<p>Recognise the need to be safe in unfamiliar places</p> <p>Describe ways to keep safe when online</p> <p>Identify and use ways of keeping safe when an adult is not overseeing what they do.</p> <p>Know how to ask for help and whom to ask</p> <p>Identify why and when some things need to be kept private and why (passwords etc)</p> <p>Recognise why we need to respect others privacy</p> <p>Recognise the feelings of being unsure or hurt about something that has been shared when it was private.</p>	<p>Be able to identify what things people want to share with others</p> <p>Understand why it is important to respect someone's privacy</p> <p>Being unsure or hurt about something that has been shared when it was private.</p> <p>Know places and people they can go to when worried or for help (parental)</p>	<p>Recognise when people might want to keep things private</p> <p>Recognise and identify how we can keep privacy in real and virtual situations.</p> <p>Be able to identify what a dare is</p>	<p>Describe feelings associated with a dare or being pressure to share something not wanted</p> <p>Identify when dares are ok and not</p> <p>Identify language that is used persuasively</p> <p>Develop strategies to say no when feeling unsure about doing or sharing something</p> <p>Know places and people they can go to when worried or for help (wider community/outside agencies)</p>	<p>Identify what things people might want to keep things private</p> <p>Recognise and identify how we can keep privacy in real and virtual situations.</p> <p>Describe feelings associated with a dare or being pressure to share something not wanted</p> <p>Develop strategies to say no when feeling unsure about doing or sharing something</p> <p>Know places and people they can go to when worried or for help (reporting/evidencing online issues)</p>
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<p>Feelings and attitudes</p>	<p>Be able to name feelings they have, both good and not so good</p> <p>Identify how their body identifies these feelings</p> <p>Recognise facial expressions and body language that shows these feelings</p> <p>Identify ways to feel better when not feeling so great.</p> <p>Explain what makes them feel happy, sad, good and not good</p> <p>Be able to identify facial expressions and body language associated with key feelings</p> <p>Be able to identify ways of helping self and others to respond</p>	<p>Identify ways to feel better when not feeling so great.</p> <p>Explain what makes them feel happy, sad, good and not good</p> <p>Be able to identify facial expressions and body language associated with key feelings</p> <p>Be able to identify ways of helping self and others to respond proactively to negative feelings.</p> <p>Be able to identify when people go through change</p> <p>Describe ways of helping others who may be feeling worried or nervous about change or a loss.</p>	<p>Recognise own and others feelings</p> <p>Show care for others as well as themselves</p> <p>Be willing to care for others</p> <p>show empathy towards others</p> <p>To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others</p> <p>understand the importance of taking responsibility for themselves and others</p> <p>Consider why honesty, loyalty and respect are important in relationships</p> <p>recognise that change might bring a variety of feelings, including not so</p>	<p>Recognise own and others feelings</p> <p>Show care for others as well as themselves</p> <p>Be willing to care for others</p> <p>show empathy towards others</p> <p>To increase empathy for others and awareness of how personal feelings and behaviours can impact upon others</p> <p>understand the importance of taking responsibility for themselves and others</p> <p>Consider why honesty, loyalty and respect are important in relationships</p> <p>recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</p>	<p>Identify how their feelings have changed up till now and how they will change moving forwards</p> <p>Be able to ask for help when feelings are new and overwhelming</p> <p>Develop strategies to identify feelings and how they impact on behaviours</p> <p>recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</p> <p>identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</p>	<p>recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry)</p> <p>identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</p> <p>recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</p> <p>give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</p>
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	<p>proactively to negative feelings.</p> <p>be able to use words to identify these feelings</p> <p>Explain how it feels to care for treasured things</p> <p>Be able to describe how it feels when we lose something special</p> <p>Describe ways of helping others who may be feeling worried or nervous about change or a loss.</p>		<p>good feelings (such as sadness or worry)</p> <p>identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</p> <p>recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</p> <p>give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</p>	<p>identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</p> <p>recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</p> <p>give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</p>	<p>recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</p> <p>give examples of where they can access help/support if they are worried or concerned about a relationship of their own or someone else</p>	
	Digital and Media Literacy					
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	<ul style="list-style-type: none"> Online activities Privacy and information 	<ul style="list-style-type: none"> Sources of internet information Online activities Identities online and offline Privacy and information Digital footprints Risks of sharing online Communicating with others online 	<ul style="list-style-type: none"> Online vs real world Managing time online Online security/sharing information Online profiles and age appropriateness Knowing people online Cyberbullying and negative behaviours 	<ul style="list-style-type: none"> Online vs real world Managing time online Online security/sharing information Online profiles and age appropriateness Knowing people online Cyberbullying and negative behaviours 	<ul style="list-style-type: none"> Validity of information Online vs real world Managing time online Online security/sharing information Legal use of information Online profiles and age appropriateness Knowing people online Cyberbullying and negative behaviours 	<ul style="list-style-type: none"> Validity of information Online vs real world Managing time online Identities online and influence Online security/sharing information Legal use of information Online profiles and age appropriateness Knowing people online Cyberbullying and negative behaviours
Online content and critical thinking	<p>know how to safely access information online</p> <p>use key terms when describing actions and information – true, real, believe, made up etc</p>	<p>identify how to access information on the internet on more than one type of device</p> <p>identify different methods of finding information – search engines,</p>	<p>know what to do if someone wants information from me</p> <p>know who I am sharing information with</p> <p>know what others online tell me may be untrue and can begin</p>	<p>be able to explain key concepts in order to assess their validity and safety (truth, false, safe, unsafe, sceptical, trusting, question)</p>	<p>know what to do if someone wants to meet me</p> <p>consider why false or inaccurate information may be posted online</p> <p>explain why information that is</p>	<p>describe how some online information can be opinion but appear to be fact and consider why this may happen</p> <p>demonstrate ways to find out what is fact before acting</p>

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		voice activation, information sites know how to use web pages to access information safely begin to understand that not all information online is true and that it can be questioned	to spot the signs of this be able to spot things that may be false online	consider and understand why information that appears often may not always be factual or true.	online and in the media large number of sites may still be inaccurate or untrue understand some people may give me information to manipulate my actions and thinking online demonstrate actions that can be taken to keep self safe from others presenting a false picture of themselves.	upon it; making safe choices
Self-image, mental Health and well being	Understand the different ways we can go 'online' To consider why other people go online To identify what is positive about self and others	Understand what is meant by being online and offline Know that we can see ourselves reflected online as well as seeing people who are not the same Understand and celebrate that there are	To know the importance of managing time online and identify the potential harms of overuse To know what healthy online behaviours are (time spent online, too long etc) To recognise that some people may	Be able to use a range of strategies to manage time online to know that people can look different online from how they are offline be able to identify ways in which people might make themselves appear	Consider how my online behaviours impact on who I am and how this can be both positive and negative To consider what type of influences can at times encourage us to	consider what is unique about me that is part of who I am and how this may be affected by what I put online explore how parts of identity can be seen as positive or negative and recognise ways to

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		<p>similarities and differences online as well as offline</p> <p>be able to describe how online posts may impact on how people feel about themselves and others</p>	<p>pretend to be someone else online and why</p> <p>be able to identify feelings associated with this (feel sad, worried, uncomfortable or frightened)</p>	<p>different online than how they look offline</p> <p>to know how to seek help when feelings are impacted by the way others appear online</p>	<p>spend too much time online</p> <p>be able to recognise how I am different and similar to others</p> <p>be able explain how what we post online or see can impact negatively on how people feel about our self and others</p> <p>understand how my online identity can be different to my 'real life' identity</p> <p>understand a range of reasons why people may pretend to be someone else online and how they might go about this</p>	<p>have a positive impact on others</p> <p>know that identity online can be presented in many ways including gender</p> <p>consider how the media can shape ideas about gender</p> <p>be able to challenge gender representation online and consider how this impacts on our offline identity</p> <p>know a range of organisations that would provide a safe space for me to talk about how I see myself compared to others</p> <p>to know how to seek help when feelings are impacted by the way others appear online</p>
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Staying safe online	<p>identify what information is personal</p> <p>consider what information should not be shared online</p>	<p>know about privacy settings and how to apply them</p> <p>know how to keep the information on my device safe</p> <p>describe more detailed examples of information that is personal to an individual and know when it may not be appropriate to post this online (e.g. address, names, school etc)</p> <p>demonstrate strategies for keeping my information private</p> <p>know rules for home and school about keeping personal information safe</p> <p>consider why it is appropriate and safe to ask a trusted adult if unsure about</p>	<p>be able to demonstrate what makes a strong password</p> <p>know how passwords should be managed</p> <p>know what passwords are and use them effectively in different contexts</p> <p>know how to keep information safe online</p>	<p>know how to manage my online security and privacy</p> <p>be able to identify how to keep information private</p>	<p>know how to manage privacy settings and safety features</p> <p>demonstrate an understanding of how apps work and use information that we enter into them e.g. contact, images, voice notes etc)</p> <p>consider how we keep information safe when using apps</p> <p>identify online content and ideas ownership</p>	<p>be able to use online tools such as flagging, reporting and blocking to mitigate the risk</p> <p>consider how we keep information safe when using apps identify online content and ideas ownership</p> <p>know of the rules around using someone else's work or ideas</p>
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

		sharing personal information online				
Online reputation		<p>understand that the information I put online leaves a digital footprint</p> <p>understand that my digital footprint can be big or small, helpful or hurtful, depending on I manage it</p> <p>know that I need to be careful before I share anything about myself or others online</p> <p>know who I should ask if I am not sure if I should put something online</p> <p>understand the risks of putting or sharing information on the internet</p>	<p>have a good awareness of my own online profile – who can see what and how this can be manipulated</p> <p>describe what information I should not put online without asking a trusted adult first</p> <p>know what the recommended age limits are for different social media sites, apps and games (focus on games/apps)</p> <p>know what happens to my information online and how it could be used for harm</p>	<p>recognise that information can stay online and could be copied</p> <p>explain ways that some of the information about me online could have been created, copied or shared by others</p> <p>know what the recommended age limits are for different social media sites, apps and games (focus on social media)</p> <p>describe what is appropriate to say and do in different online settings/ platforms (e.g. opinions, values, information, shares, 'likes', 'forwards')</p> <p>describe how to effectively challenge content that</p>	<p>describe how others can find out information about me by looking online</p> <p>know what the recommended age limits are for different social media sites, apps and games (focus on social media)</p> <p>know how to use reporting tools and features such as blocking other users</p> <p>explain strategies to manage and protect my digital footprint</p> <p>explain the importance of my online reputation (especially to my future career) and describe ways of managing this</p>	<p>explain how what I write online can affect my school, family or social group, or future opportunities</p> <p>know what the recommended age limits are for different social media sites, apps and games (focus on social media)</p> <p>understand how my digital footprint can impact on my future</p> <p>build an online presence using a range of technologies that provide a positive representation of who I am</p>

Appendix 1

Whole school curriculum coverage map by subject: RSHCE

				influences my reputation negatively		
Online relationships and cyberbullying	<p>use the internet with adult support to communicate with people I know</p>	<p>explain some risks of communicating online with others I don't know well</p> <p>explain why I should be careful who I trust online and what information I can trust</p> <p>explain what it means to 'know someone' online and why this might be different from knowing someone in real life</p> <p>explain what is meant by 'trusting someone online' and why this is different from 'liking someone online'</p>	<p>assess when you need to take action and explain what to do if you are concerned about an online relationship</p> <p>explain the difference between online bullying and good-natured teasing online</p> <p>form positive relationships online</p> <p>identify the range of online platforms available and what you can do on them</p> <p>describe strategies for safe and fun experiences in a range of online social environments</p> <p>describe how to behave online in ways that do not upset others</p>	<p>understand the different places and ways people can communicate online</p> <p>describe how online technology allows access to and communication with culturally diverse communities beyond our immediate social group</p> <p>give examples of how to adapt your behaviour to engage positively with those groups taking into account gender, cultural sensitivity, political and religious beliefs etc.</p> <p>define what cyberbullying is</p> <p>identify some online technologies where</p>	<p>understand the ways in which you can check that someone is who they say they are</p> <p>understand ways to use your online community for positive means</p> <p>give examples where positive contributions have effected change in an online community (e.g. Gamergate, gaming communities, social media)</p> <p>explain strategies for assessing the degree of trust you place in people or organisations online</p> <p>describe the laws that govern online behaviour and how</p>	<p>give examples of how to make positive contributions to online debates and discussions</p> <p>explain how and why people who you communicate with online may try to influence others negatively e.g. grooming; radicalisation; coercion</p> <p>describe the initial signs of potentially problematic situations e.g. grooming, cyberbullying</p> <p>identify and demonstrate actions to support others who are experiencing difficulties online</p>

Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

		<p>identify how to behave positivity online</p> <p>explain why it is important to be considerate, kind and respectful to people online</p> <p>describe ways that some people can be unkind online and how this can make others feel</p> <p>identify behaviours that may be seen as bullying in different online contexts</p> <p>know where/who to go to if mine or others' feelings were negatively affected by someone online</p>	<p>identify the different roles people can play in cyberbullying</p> <p>Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring</p> <p>identify the impacts of cyberbullying and know where to go to get help</p> <p>give examples of effective strategies which might help myself or others</p> <p>identify and demonstrate actions to support others who are experiencing difficulties online</p>	<p>cyberbullying might take place</p> <p>use the internet with adult support to communicate with people I know</p> <p>understand the ways in which you can check that someone is who they say they are</p> <p>form positive relationships online</p> <p>know how to spot potentially negative relationships online</p> <p>Identify cyberbullying in a range of contexts and work with others online to challenge those behaviours to prevent them recurring</p> <p>identify the impacts of cyberbullying and know where to go to get help</p>	<p>they inform what is acceptable or legal (e.g. sexting (and related terminology), trolling, harassment, stalking)</p> <p>describe actions I could take if I or someone else experiences or is targeted by illegal online behaviour</p> <p>recognise cyberbullying can be different to bullying in the physical world and describe some of those differences</p>	<p>describe a range of different types of cyberbullying behaviours and assess when these are occurring (e.g. homophobic, racist, gender, exclusion)</p>
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

				<p>give examples of effective strategies which might help myself or others</p> <p>identify and demonstrate actions to support others who are experiencing difficulties online</p>		
	Physical Health and Well being					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> Looking after our bodies safely Medicines and safety Being healthy and activity Food practice and choice Well, unwell and spread of germs Keeping clean Helping us stay safe Staying safe in emergencies 	<ul style="list-style-type: none"> Looking after our bodies safely Medicines and safety Being healthy and activity Food practice and choice Well, unwell and spread of germs Keeping clean Helping us stay safe Staying safe in emergencies Feeling safe 	<ul style="list-style-type: none"> Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence Healthier lifestyle choices Habits and choices Influence on exercise and consequences of choice 	<ul style="list-style-type: none"> Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence Healthier lifestyle choices Habits and choices Influence on exercise and consequences of choice 	<ul style="list-style-type: none"> Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence Healthier lifestyle choices Habits and choices Influence on exercise and consequences of choice 	<ul style="list-style-type: none"> Drugs and usage Everyday substances inc caffeine Tobacco and smoking Pressure influence Healthier lifestyle choices Habits and choices Influence on exercise and consequences of choice

Appendix 1

Whole school curriculum coverage map by subject: RSHCE

	<ul style="list-style-type: none"> Feeling safe Fair and unfair/ right and wrong/ rules 	<ul style="list-style-type: none"> Fair and unfair/ right and wrong/ rules 	<ul style="list-style-type: none"> Cleanliness, germs and immunisation Responsibility to be safe Risk, hazard and emergency Safety rules and laws Making decisions, taking risks and influences 	<ul style="list-style-type: none"> Cleanliness, germs and immunisation Responsibility to be safe Risk, hazard and emergency Safety rules and laws Making decisions, taking risks and influences 	<ul style="list-style-type: none"> Cleanliness, germs and immunisation Sleep and health Responsibility to be safe Risk, hazard and emergency Safety rules and laws Making decisions, taking risks and influences 	<ul style="list-style-type: none"> Cleanliness, germs and immunisation Responsibility to be safe Risk, hazard and emergency Safety rules and laws Making decisions, taking risks and influences
Drugs, Alcohol and Tobacco	<p>identify what goes on to and into people's bodies and how this can make people feel</p> <p>recognise that household products (including medicines) can be harmful if not used correctly</p> <p>identify people we can trust to tell us to put things onto</p>	<p>describe ways of keeping safe around household products (including medicines)</p> <p>be able to identify hazards to ensure health and safety at home</p> <p>Be able to recognise 'safe' feelings in themselves</p> <p>Recognise who can help them to keep safe</p>	<p>Consider the impact of having to take medicines on someone's life</p> <p>To consider that medicines alter the way you feel</p> <p>To understand that medicines are not always needed</p> <p>Be able to make an informed choice</p> <p>Understand that there are alternative</p>	<p>To know that everyone makes choices throughout each day</p> <p>understand that unwanted influence and pressure may come from friends</p> <p>know that actions have consequences for themselves and others</p> <p>Be able to use strategies to maintain personal safety</p>	<p>consider that pressure to take harmful or illegal substances may come from people they know such as friends, relatives and neighbours</p> <p>To know that some people take drugs for non-medicinal purposes</p> <p>To be able to recognise which drugs are medicinal</p>	<p>know where smokers can get help to stop smoking</p> <p>Understand why smokers may need help to stop</p> <p>Know where smoking is allowed and not allowed in the community</p> <p>Know what is meant by passive smoking</p>

Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

<p>and into our bodies</p> <p>Recognise 'safe' people to take medicines from</p> <p>Know the rules for keeping safe in school</p> <p>Understand why safety rules are necessary</p> <p>Know school safety rules for using things safely</p> <p>Recognise that actions have consequences for themselves and others</p> <p>Know what medicines are</p> <p>understand how medicines help some people to maintain health</p> <p>Know where people get medicines from</p>	<p>understand how medicines help some people to maintain health</p> <p>Be able to recognise different types of medicine</p> <p>Know the safety rules for using medicine</p> <p>know the possible consequences of incorrectly using medicine</p> <p>Consider the health benefits of medicines</p> <p>Consider the impact of taking medicines to maintain health on people's lives</p> <p>Know that some people's choices are limited by illness</p> <p>Know that people take medicines for different reasons</p>	<p>choices to taking medicines</p> <p>know what is meant by the word 'drug'</p> <p>know that drugs change the way the body and mind works</p> <p>Understand that some people rely on drugs to maintain a 'normal' life</p> <p>Understand that drugs can be used in a positive way to improve health</p> <p>Understand that medicines are drugs but not all drugs are medicines</p>		<p>To consider the impact of medicines on the lives of some people</p> <p>To know that some substances/drugs are illegal</p> <p>Be able to assess the potential risks</p> <p>Consider other people's feelings and right to make an informed choice</p> <p>To understand why some people choose to take drugs</p> <p>To know the risks associated with smoking</p> <p>Know that everyone has a choice whether or not to smoke</p> <p>To know the effects of tobacco and smoking and how these relate to</p>	<p>To know how people smoking can affect others</p> <p>Consider people feel about smoking in public places</p> <p>Know that there are rules and laws about smoking</p> <p>Know there are different attitudes towards smoking</p> <p>Consider their own attitudes towards issues about smoking</p> <p>To know that everyone makes choices throughout each day</p> <p>To understand what factors that may influence these choices</p> <p>To consider how individuals reach a decision</p> <p>understand that unwanted influence</p>
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

	<p>know the possible consequences of incorrectly using medicine</p> <p>Be able to recognise benefits of medicines</p>	<p>Understand some of the reasons why people use medicines</p>			<p>their personal health</p> <p>Know that there are myths and misconceptions about smoking</p>	<p>and pressure may come from friends</p> <p>know that actions have consequences for themselves and others</p> <p>be able use some strategies to resist unwanted pressure</p>
Eating well and being active	<p>Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</p> <p>recognise how good health depends on physical activity, rest, healthy eating, taking care of their teeth</p> <p>describe different ways in which they can help keep themselves healthy</p> <p>recognise food which need to be</p>	<p>describe what being healthy means</p> <p>identify the benefits (short-term and long-term) of being active, taking rest, eating healthily and looking after their teeth</p> <p>Consider the impact of not making healthy choices</p> <p>recognise how food choices affect our bodies and mind</p>	<p>recognise what is meant by a 'balanced lifestyle'</p> <p>recognise what makes a balanced diet</p> <p>identify what food should be eaten regularly to maintain good health</p> <p>recognise when they have opportunities to make choices about food and drink</p>	<p>explain what they need to consider when making food and drink choices, including sugar reduction</p> <p>describe who or what influences people's choices about food choices (e.g. peers, parents/carers, adverts)</p> <p>recognise that they have choices about what they eat and drink</p> <p>describe what it means to make an informed choice</p> <p>explain how people might approach</p>	<p>identify what can influence people's choices about their health</p> <p>identify what a habit is</p> <p>identify that a habit might be something someone does occasionally, often or all the time</p> <p>recognise unhelpful habits can be changed or stopped</p> <p>identify habits that help us and habits that do not and some examples of healthy habits</p>	<p>describe choices that have positive consequences on health and those which may have more negative effect</p> <p>explain how some habits can help us to maintain healthy lifestyles but that some habits are less healthy</p> <p>explain how a habit is sometimes the reason why people make unhealthier choices</p> <p>give reasons why habits can be hard to change</p>

Appendix 1

Whole school curriculum coverage map by subject: RSHCE

	eaten to keep them healthy and which ones need to be eaten in moderation			making an informed decision in relation to health and wellbeing describe how people can make informed decisions about what to eat or drink and when	identify what is meant by health: physical, mental and emotional health describe the influence of media advertising / celebrity culture on health and lifestyle choices Understand the way food labelling and advertising works	recognise that there is help for people who want to change or stop habits (e.g. stop smoking support) describe the potential short and long term consequences that people's choices can have on maintaining good health explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional Consider the impact of influences from peers about the choices we make in food Understand how role models and media images
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

						<p>impact on the choices we make</p> <p>Know how to manage and challenge these</p>
<p>Hygiene and protecting your health</p>	<p>To understand what is meant by the terms well and unwell</p> <p>To know some of the things that affect the way I feel</p> <p>To know that there are different ways to deal with feeling unwell</p> <p>Be able to recognise when I feel well or unwell</p> <p>Be able to make decisions about what to do when I feel unwell</p> <p>demonstrate simple steps that they can take to prevent germs being passed on (eg: hand</p>	<p>That other people feel differently to how I feel</p> <p>Be able to make decisions about what to do when I feel unwell</p> <p>Be able to decide what to do when others feel unwell</p> <p>To consider who decides you are unwell</p> <p>identify how infections (such as coughs and colds) can be spread</p> <p>understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</p>	<p>explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses</p> <p>describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</p> <p>describe a range of household (or school) routines that keep good hygiene and explain the importance of this in relation to preventing the spread of infection</p>	<p>explain how bacteria and viruses can be passed on from one person to another</p> <p>describe simple hygiene routines that reduce the spread of bacteria and viruses and our own role in helping to stop the spread of germs</p> <p>recognise that the spread of some diseases that are controlled in other ways such as through vaccination and medication</p>	<p>describe personal hygiene routines that help keep good health and wellbeing and explain the importance of this in relation to preventing the spread of infection</p> <p>understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained (continued each year)</p>	<p>understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained (continued each year)</p>

Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

	<p>washing, use of tissues, covering their mouth when they cough)</p> <p>To know about basic personal hygiene routines and why these are important</p> <p>describe daily personal hygiene routines</p> <p>understand the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained</p>	<p>recognise how some diseases can be spread and that these can be controlled by personal hygiene practices</p> <p>explain how they can be responsible for helping to stop the spread of germs by keeping good personal hygiene</p>				
Keeping safe and emergencies	<p>Identify a range of jobs in the community for people who help keep us safe and what it is that they do</p> <p>know a range of people who can help keep them safe in a wider</p>	<p>be able to identify whom they can ask for help from and identify how this might keep them safe.</p> <p>give examples of how they are helped to stay healthy and stay safe in a variety of</p>	<p>identify and show an understanding of the school rules about health and safety</p> <p>consider the impact in self and others if these are not followed.</p> <p>identify the roles people play in school, home and communities to help</p>	<p>Know the meanings of danger, hazard and emergency and apply this to a range of situations.</p> <p>Explore what is meant by an emergency and consider how people may react in one.</p> <p>Know ways of proactively and responsibly seeking</p>	<p>identify and show an ability to access appropriate people to tell or talk with about their concerns</p> <p>demonstrate an understanding of and ability to take responsible steps to get help when needed.</p>	<p>demonstrate skills to react appropriately to using key procedures in an emergency ie using the recovery position, basic first aid etc</p>

Appendix 1

Whole school curriculum coverage map by subject: RSHCE

	<p>range of situations</p> <p>Identify a range of behaviours and actions that keep ourselves and others safe in a range of familiar and unfamiliar situations (e.g. roads, rail, water, building sites, near fire)</p> <p>Know how to access emergency services</p>	<p>places and situations</p> <p>identify ways to respond to needing to ask for help</p> <p>Demonstrate an understanding of what happens when you access emergency services and how to manage this</p> <p>Know ways of proactively and responsibly seeking help in different situation</p> <p>be able to demonstrate basic ways of using first aid for common injuries</p>	<p>to keep themselves (or others) safe</p> <p>Show an understanding of personal responsibility for keeping safe and how this changes and develops with age</p> <p>recognise they are not yet solely responsible for this and that adults they know well and trust are responsible</p> <p>identify and demonstrate a range of ways of asking for help in a range of situations in both the real and virtual world.</p> <p>Demonstrate how to responsibly and effectively engage with using 999 as a source of help.</p>	<p>help in different situations (gaining attentions, calling for help etc)</p> <p>identify the responsibilities of people involved in emergency situations</p> <p>Demonstrate an understanding of and ability to engage in what happens when you access emergency services and how to manage this (including identifying key abilities needed)</p>	<p>identify how behaviours maybe affected by emergencies and demonstrate an ability to react appropriately and effectively in such times (including phrases, procedures etc)</p>	
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

Keeping safe and risks	<p>recognise choices have consequences, and that these may be good or not so good</p> <p>Understand what it means to 'be safe on the outside' and 'feel safe on the inside'</p> <p>identify the adults in school, at home and in the wider environment who help keep them safe</p> <p>identify ways to help themselves when feeling worried, safe or unsafe</p> <p>identify rules for keeping safe in a range of familiar situations, such as crossing the road</p> <p>explain how class/group rules</p>	<p>identify ways to express feeling safe or unsafe</p> <p>identify where they can go for help and how to ask for help in different contexts</p> <p>identify what might happen next if someone asks for help</p> <p>identify ways to keep themselves safe in different situations</p> <p>describe the things they do in school or at home to keep themselves and others safe</p> <p>describe what fair and unfair / right and wrong means</p>	<p>give reasons and practical examples for why different rules are needed in different situations</p> <p>give reasons for why rules and laws are made and why they are important</p> <p>identify what might happen if rules and laws are broken</p> <p>give examples of what is meant by risk, danger and hazard</p> <p>demonstrate strategies to be able to deal with challenging situations</p> <p>Know how to get help when managing tricky situations.</p> <p>identify who they can go to /talk to if they are worried</p>	<p>describe or demonstrate how to manage risk safely (e.g. crossing the road)</p> <p>identify where they can get help if they feel a situation is risky or dangerous</p> <p>recognise that risk can depend on who is there, where it is and what it is</p> <p>suggest how risk can be reduced or managed in relation to keeping safe, including asking for help or advice</p> <p>explain what a 'dare' is and consider how they may make us feel</p> <p>consider why people give different types of dare and the possible impact of this.</p> <p>identify who they can go to /talk to if they are worried</p>	<p>explain why putting others under pressure, comes with shared responsibilities if things go wrong</p> <p>identify who they can talk to if feeling under pressure</p> <p>identify persuasive language that might be used if someone is daring someone else to do something</p> <p>demonstrate strategies to manage dares</p> <p>demonstrate strategies to use when feeling under pressure to do something, that makes them feel uncomfortable or that they believe to be wrong</p>	<p>recognise how the need for peer approval can put pressure on us to do what others say or do and how this can make us feel</p> <p>give examples of how the media influences opinions and attitudes</p>
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Appendix 1**Whole school curriculum coverage map by subject: RSHCE**

	<p>help them to learn and make the classroom a safe place</p> <p>understand how to make class rules</p> <p>Describe the consequences and what can happen when rules are not followed.</p>			<p>identify how peers' behaviour and other sources can influence their own behaviour</p>		
	Emotional Health and Well being					
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> • Recognising feelings • Managing feelings • Secrets and privacy • Uniqueness ,Similarities, Difference • Stereotypes – boys and girls • Being good at things and achievement • Well and Unwell 	<ul style="list-style-type: none"> • Managing feelings • Secrets and privacy • Uniqueness ,Similarities, Difference • Stereotypes – boys and girls • Being good at things and achievement • Well and Unwell 	<ul style="list-style-type: none"> • Feelings and emotions • Changes (inc puberty) • Self esteem • Image and representation • Achievements and goals • Health and wellbeing • Sleep and our emotional health • Friendships and bullying 	<ul style="list-style-type: none"> • Feelings and emotions • Changes (inc puberty) • Self esteem • Image and representation • Achievements and goals • Health and wellbeing • Sleep and our emotional health • Friendships and bullying 	<ul style="list-style-type: none"> • Feelings and emotions • Changes (inc puberty) • Self esteem • Image and representation • Achievements and goals • Health and wellbeing • Sleep and our emotional health • Friendships and bullying 	<ul style="list-style-type: none"> • Feelings and emotions • Changes (inc puberty) • Self esteem • Image and representation • Achievements and goals • Health and wellbeing • Sleep and our emotional health • Friendships and bullying

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	<ul style="list-style-type: none"> • Belonging and responsibilities. • Right/wrong friends/bullying • Changing Behaviours • Coping with loss and changing situations 	<ul style="list-style-type: none"> • Belonging and responsibilities • Right/wrong friends/bullying • Changing Behaviours • Coping with loss and changing situations 	<ul style="list-style-type: none"> • Pressure and uncertain feelings • Community and belonging • Understanding Change • Saying Goodbye and Moving On 	<ul style="list-style-type: none"> • Pressure and uncertain feelings • Community and belonging • Understanding Change • Saying Goodbye and Moving On 	<ul style="list-style-type: none"> • Pressure and uncertain feelings • Community and belonging • Understanding Change • Saying Goodbye and Moving On 	<ul style="list-style-type: none"> • Pressure and uncertain feelings • Community and belonging • Understanding Change • Learning & Achievement • Saying Goodbye and Moving On
Emotional Resilience	<p>Be able to discuss how having a range of feelings can make you feel</p> <p>Notice and identify feelings in themselves and others</p> <p>Know that all feelings are OK</p> <p>Understand their feelings and know what has happened to cause their big feelings</p> <p>Express and manage their</p>	<p>Identify strategies to help manage different feelings, including ones that don't feel as so 'good'</p> <p>Know that it is important to share feelings with others</p> <p>Recognise that both bodies and feelings can be hurt</p> <p>Be able to identify and discuss how being physically hurt (tripping up, hurting a body part by falling) might make you feel</p>	<p>Recognise how to give and receive praise and consider how this may make us feel</p> <p>Be able to give support to others when they are trying something new</p> <p>Recognise how helping others makes us feel</p> <p>Learn about a wider range of feelings, and understand that people can experience conflicting feelings at the same time</p>	<p>Be able to effectively identify, describe and verbally share a wider range of feelings</p> <p>Describe how different feelings can make people behave</p> <p>Know what to do when they need help and support</p> <p>Express and manage complex feelings and emotions, including those associated with change, worry and puberty</p>	<p>Recognise that change might bring a variety of feelings</p> <p>Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this</p> <p>Identify when someone might need help with their feelings and who to talk to</p> <p>Explain how to manage some of the emotional</p>	<p>Explain how to manage some of the emotional changes associated with puberty</p> <p>Identify practical strategies that can help people manage times of change and transition (such as practising bus routes to secondary school)</p> <p>Identify when feelings might be overwhelming and describe how this can feel</p>

Appendix 1

Whole school curriculum coverage map by subject: RSHCE

<p>feelings in safe ways</p> <p>Talk about what makes them feel happy, proud, sad, angry, worried etc. and can describe the emotion they are experiencing</p> <p>Distinguish between comfortable and uncomfortable feelings and know that uncomfortable feelings will pass</p> <p>Understand the thoughts and feelings of others</p> <p>Identify and describe feelings people might have about different kinds of change or loss</p> <p>Describe how this can make someone behave</p>	<p>Describe differences and similarities between being hurt physically and emotionally.</p> <p>Describe different feelings identify where we might also feel these in our bodies</p> <p>Give examples of surprises that are nice to keep secret (until everyone finds out about them)</p> <p>Explain what a surprise is and what it means to surprise someone</p> <p>Recognise that this means every single person is special and valuable just as they are</p> <p>Consider the ways in which we are the same as others</p>	<p>Describe how different feelings are experienced in their bodies</p> <p>Describe how different feelings can make people behave</p> <p>Identify when feelings might be overwhelming and describe how this can feel</p> <p>Describe how feelings can affect thoughts and behaviour</p> <p>Learn about the kinds of change that happen in life and the feelings associated with this</p> <p>Recognising that change is a natural part of life</p> <p>Identify the importance of treasuring and sharing memories</p>	<p>Describe how feelings can affect thoughts and behaviour</p> <p>Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</p> <p>Describe ways that people can explore and express feelings at times of change</p> <p>Identify where to ask for advice or support at times of change</p> <p>Explain the process of grieving, how it can feel and how grief is expressed</p>	<p>changes associated with puberty</p>	
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<p>Identify some ways to manage feelings associated with change and loss in self and others</p> <p>Develop a range of vocabulary to describe and help to explain own feelings</p> <p>Explore ways to effectively express feelings vocally and physically</p> <p>Demonstrate how faces and bodies show different feelings</p> <p>Consider that different feelings can be felt more strongly than others</p> <p>Demonstrate how our faces and bodies show these feelings to other</p>	<p>Describe some of the ways in which people are similar</p> <p>Describe some of the ways in which people are different</p> <p>Explain that we may have things in common with others that we did not immediately realise and that this can help build friendships</p> <p>Know the things that I feel I am good at and explain why</p> <p>Consider how being able to do something makes us feel</p> <p>Consider what it is like to like doing something that you find tricky</p> <p>Understand that making mistakes and persevering is the way we learn</p>	<p>Describe times that involve change and transition</p>			
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	<p>Describe when people might experience different feelings and how this can affect their behaviour</p> <p>Explain what a secret is and what it means to keep a secret</p> <p>Explain that no one (including adults) should ask us to keep a secret or surprise that makes us feel worried or uncomfortable or that means someone (including the person themselves) might be hurt</p> <p>Explain that they have a right to tell a teacher (or other adult they trust) about any secret or surprise that makes them</p>	<p>Be able to find ways to try again and not give up</p> <p>Be able to celebrate things we are all good at even if they are not the same things</p>				
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	feel uncertain, uncomfortable or worried					
Sense of Self	<p>Identify and understand uniqueness in self and others including appearance, qualities, strengths and what they like or dislike.</p> <p>Recognise that this means every single person is special and valuable just as they are</p> <p>Consider the ways in which we are the same as others</p> <p>Understand the importance of similarities and difference</p> <p>Consider how feeling the same</p>	<p>Express positive qualities about themselves</p> <p>Recognise worth in others, and say why someone is special to them</p> <p>Develop ways to show that we value qualities in ourselves and others</p> <p>Be proud of who they are and understand that difference does not mean better or worse</p> <p>Value other people's achievements</p> <p>Understand what is meant by the term self esteem</p>	<p>Identify things they think are unique or special about themselves for help in different contexts</p> <p>Recognise some different kinds of stereotypes (such as gender stereotypes)</p> <p>Explain that everyone is equal no matter their identity</p> <p>Explain or demonstrate ways we can value others who are similar or different from us</p> <p>Give a simple definition of what is meant by 'stereotype'</p> <p>Recognise some different kinds of stereotypes (such as gender stereotypes)</p>	<p>Understand how we can develop a positive sense of self esteem</p> <p>Demonstrate ways to take care of own self esteem and that of others</p> <p>Understand that self esteem has an impact of the way we see ourselves</p> <p>Consider having realistic aspirations when setting personal targets</p> <p>Consider how our actions impact on the self esteem of others</p> <p>Recognise ways in which their own choices and behaviour affect others</p> <p>Understand how their feelings and actions</p>	<p>Know that images used in the media and online may not necessarily reflect reality</p> <p>Recognise what they are good at from what others tell them</p> <p>Understand that their self-image may be different from the way others see them</p> <p>Consider how self-image affects self-confidence</p> <p>Consider the role that appearance plays in self-esteem</p> <p>Consider how image and identity may differ</p>	<p>Recognise that images in the media can be changed, altered or adapted</p> <p>Identify how an image can influence someone's view about a place or product</p> <p>Identify how this might influence their viewpoint or actions</p> <p>Know how images in the media can distort reality and understand that this can affect how people feel about themselves</p> <p>Recognise that images in the media can be</p>

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<p>as others may help us</p> <p>Consider how we can celebrate difference</p> <p>Learn about the factors that make people the same or different</p>	<p>Reflect on their achievements and describe what they are proud of</p> <p>Describe steps they can take to improve</p> <p>Give examples of skills needed to co-operate when working with others</p> <p>Identifying positive things about themselves and what they are proud of</p> <p>Identify personal strengths that will help them achieve their goals</p> <p>Identify what personal actions they can take to improve</p> <p>Explain what a 'goal' is and why having a clear goal can be helpful</p> <p>Identify what they are good at and</p>	<p>To be able to recognise and challenge 'stereotypes'</p> <p>Explain what a 'goal' is and why having a clear goal can be helpful</p> <p>Explain different ways to approach a challenge or goal and evaluate which would be the most successful</p> <p>Identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</p> <p>Reflect on their achievements and describe what they are proud of</p> <p>Describe steps they can take to improve</p>	<p>have an impact on other people</p> <p>Consider ways to seek help for self and others</p> <p>Demonstrate negotiating a shared goal or working collaboratively</p> <p>Give examples of skills needed to co-operate when working with others</p> <p>Explain different ways to approach a challenge or goal and evaluate which would be the most successful</p>	<p>Consider a range of strategies to cope when self esteem is affected by others</p> <p>Consider what is appropriate and not appropriate when coping with negative impacts on self esteem</p> <p>Understand that self esteem has an impact of the way we see ourselves</p> <p>Consider how our actions impact on the self esteem of others</p>	<p>digitally enhanced or manipulated</p> <p>Identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point</p> <p>Recognise how this might make someone feel about themselves or their own life</p> <p>Consider how images may be changed to build up a point of view or create an opinion of others.</p> <p>Identify their personal goals and describe aspirations for secondary school or beyond</p>
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		their achievements (in and out of school) and describe how these were /are celebrated				
Wellbeing	<p>Understand what is meant by the terms well and unwell</p> <p>Know some of the things that affect the way we feel</p> <p>Know that there are different ways to deal with feeling unwell</p>	<p>Know that there are different ways to deal with feeling unwell</p> <p>Consider how other people feel differently when they feel well or unwell</p> <p>Identify feelings of well and unwell emotionally and physically</p> <p>Describe how our feelings can affect our physical behaviours</p> <p>Develop strategies to help self and others when our feelings affect the way we feel physically</p>	<p>Identify what is meant by bullying and why this is wrong</p> <p>Identify whom they can talk to if they are worried about teasing/bullying</p> <p>Describe feelings that people might have if being bullied</p> <p>Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another</p> <p>Understand why behaviours are affected when we feel uncomfortable</p> <p>Explain how their actions or choices can hurt emotionally</p>	<p>Identify why it is important to 'think before we act'</p> <p>Explain what to do if they witness bullying/hurtful behaviour/name calling or if someone feels they are being bullied</p> <p>Develop strategies to use when feeling pressured to do something that makes them feel uncomfortable or that they believe to be wrong</p> <p>Understand the impact they can have on the feelings of others and the shared responsibility if someone is put under pressure to do that</p>	<p>Know what is meant by health: physical, mental and emotional health</p> <p>Identify different ways to help maintain good health</p> <p>Identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc</p> <p>Understand the importance of sleep and how it affects the way we feel</p> <p>Consider how the appropriate level of sleep can help us deal with the way we feel</p>	<p>Develop an understanding of what can affect health and wellbeing</p> <p>Describe choices that have positive consequences on health and those which may have more negative effect</p> <p>Discuss health and wellbeing issues that affect themselves and others (e.g. emotion, pressure, sleep, being active, etc.)</p> <p>Consider sources of information regarding health and wellbeing</p>

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		Describe the link between physical health and emotional wellbeing	<p>Identify peaceful ways to solve problems that might arise in friendships</p> <p>Describe how it can feel to agree / disagree with someone</p> <p>Describe feelings when disputes and conflicts occur</p> <p>Give examples of compromise that occur in school and home</p> <p>Describe how teasing, bullying and aggression can make someone feel</p> <p>Identify how this can negatively affect people (e.g. their feelings and aspirations)</p>	<p>doesn't feel right to them</p> <p>Identify when they might need to ask for help and who they can ask</p> <p>Know what 'community' means</p> <p>Recognise that we all belong to different communities as well as our school community</p> <p>Identify some of the ways people can show respect for different cultures and identities</p>	<p>Consider ways we can develop positive sleep habits</p> <p>Understand feelings associated with sleep and night time that can help or be barriers</p> <p>Explore the ways that feelings can be affected by lack of sleep</p> <p>Develop an understanding of individuals react to a lack of sleep, emotionally</p> <p>Understand how other things contribute to our sense of wellbeing including sleep</p> <p>Describe bedtime routines that help improve sleep and identify how our sleep patterns and needs might change as we grow up</p>	<p>Develop an understanding of what external influences affect their own health and wellbeing.</p> <p>Identify ways to develop a positive sense of health and wellbeing, in self and at home, school etc</p>
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			(Same as 'Relationships' section)	(Same as 'Relationships' section)	<p>Explain how sleep can affect well being</p> <p>Know strategies and actions that can be taken to help improve quality of sleep</p> <p>Consider the parts of daily life choices that can impact on sleep</p>	
Relationships	<p>Identify the range of groups they belong to (friends, class, year group, faith) and what is special about them.</p> <p>Explain their own and others roles within the groups</p> <p>Describe how it feels to be a member of a group and what they do</p>	<p>Understand what role we have to play in making others feel part of a group</p> <p>Know who can help us when we don't feel that we belong to a group.</p> <p>Know how someone's behaviour can affect how they feel and how others feel</p> <p>Strategies to help manage their own behaviour</p>	<p>Identify what is meant by bullying and why this is wrong</p> <p>Identify whom they can talk to if they are worried about teasing/bullying</p> <p>Describe feelings that people might have if being bullied</p> <p>Describe what changes when 'joking' or 'playful teasing' becomes hurtful to another</p>	<p>Identify why it is important to 'think before we act'</p> <p>Explain what to do if they witness bullying/hurtful behaviour/name calling or if someone feels they are being bullied</p> <p>Develop strategies to use when feeling pressured to do something that makes them feel uncomfortable or that</p>	<p>Consider how feelings can exist that seek acceptance or approval from peers</p> <p>Consider how the media influences opinions and attitudes and feelings</p> <p>Recognise the positive effects of collaboration and how this makes us feel</p>	<p>Consider why people may 'volunteer' or choose to work for / with the community and what difference this makes to others and how this may affect their feelings of self/ self worth/ self identity</p> <p>Identify some of the ways people can show respect for different cultures and identities</p>

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	<p>Describe how it feels when everyone works together-</p> <p>Know what acts of kindness are, what they feel like and how they affect us and others</p> <p>Show kindness to self and others</p> <p>Know which behaviours are and are not kind and what to do in times of need</p>	<p>Know what 'community' means</p> <p>Recognise that we all belong to different communities as well as our school community</p> <p>Identify some of the ways people can show respect for others.</p>	<p>Understand why behaviours are affected when we feel uncomfortable</p> <p>Explain how their actions or choices can hurt emotionally</p> <p>Identify peaceful ways to solve problems that might arise in friendships</p> <p>Describe how it can feel to agree / disagree with someone</p> <p>Describe feelings when disputes and conflicts occur</p> <p>Describe how teasing, bullying and aggression can make someone feel</p> <p>Identify how this can negatively affect people (e.g. their feelings and aspirations)</p>	<p>they believe to be wrong</p> <p>Understand the impact they can have on the feelings of others and the shared responsibility if someone is put under pressure to do that doesn't feel right to them</p> <p>Identify when they might need to ask for help and who they can ask</p> <p>Give examples of compromise that occur in school and home</p> <p>Evaluate the different ways to resolve disputes and conflict in class, playground and home</p>		
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Transition	<p>Know that we make our own choices about behaviour.</p> <p>Know that the way we behave might change in different situations, places or times</p> <p>Be able to name some of the emotions that may be felt in situations involving the loss of special possessions</p> <p>Know how it feels to do or start something new, and have some ways to cope with these feelings</p> <p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p>	<p>Have a developed understanding of changing behaviours including habits</p> <p>Know what a habit is and know that it is hard to change one.</p> <p>Develop strategies for coping with difficult or confusing emotions</p> <p>Identify changes that they or other children might experience in their lives</p> <p>Name some emotions they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p>	<p>Understand about feelings involved with change</p> <p>Be able to identify some of the good things about self that my classmates like and value</p> <p>Identify personal strengths</p> <p>Identify and demonstrate ways to show others in my group feel valued and welcome</p>	<p>Understand why behaviours are affected when we feel uncomfortable</p> <p>Know that all feelings have a purpose and give us information</p> <p>Know that people may feel about and respond to change differently</p> <p>Identify areas I may need support in</p> <p>Know when and how people, including myself, learn best.</p>	<p>Be able to learn from previous experiences of change</p> <p>Identify how they managed change before and how they might deal with it again, and develop strategies, including approaching others for help</p> <p>Identify and celebrate achievements and strengths that can be taken into new contexts</p> <p>Know it's natural to be wary of change</p>	<p>Describe how starting a new school might feel and why</p> <p>Understand how feelings might change when we move from one school to another</p> <p>Demonstrate strategies to manage feelings that might be experienced when changing schools.</p> <p>Understand how feelings might change when we move from one school to another</p> <p>Describe how starting a new school might feel and why</p> <p>Know how to make the best of opportunities presented to them</p>
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	Know that change can be positive and something to look forward to					<p>Understand the importance of first impressions</p> <p>Know that many children have mixed feelings about going to secondary school</p> <p>Know that when during a move to a new/ secondary school many things in our lives will stay the same</p> <p>Identify and describe how people might feel and behave when they go to a new school</p> <p>Describe how starting in a new school feels and why</p> <p>Be able to identify and describe feelings associated with leaving a school and how this might affect the way we behave</p>
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						<p>Have strategies to deal with new beginnings</p> <p>Reflect positively on leaving a school and consider how this may help with feelings and loss.</p>
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