



Holt Community Primary School Curriculum

Threads of learning for RSHE

The majority of elements of the RSHE curriculum are a statutory requirement to teach to meet the current governmental RSHE guidance and The Equalities Act, 2010.

RSHE will be taught through a 'spiral curriculum'. This approach means that pupils will gain knowledge, develop values and acquire skills gradually during their school years by revisiting core themes to build on prior learning. RSHE will support the school's commitment to safeguard pupils through an age-appropriate curriculum that prepares them to live safely in the modern world.

Our intended RSHE curriculum is detailed below, but may vary in response to emerging issues and to reflect the rapidly changing world in which our pupils are living and learning. If this is the case parent/carers will be provided with appropriate notice before the amended programme is delivered.

Where possible the curriculum will be complemented by themed assemblies, topic days and cross curricular links. These cross curricular links will include the use of PATHS and will be especially relevant in Science lessons relating to health and living things.

Term and Theme

Year group and aim of session

Autumn 1

My feelings

Yr R- Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.

Yr 1- Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.

Yr 2- Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals.

Yr 3- Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.

Yr 4- Pupils can recognise and respond to a wide range of emotions in

themselves and others, and ways to respond.

Yr 5- Pupils can anticipate how their emotions may change as they approach and move through puberty.

Yr 6- Pupils can recognise how images in the media, including online, do not always reflect reality and can affect how people feel about themselves.

Autumn 2

My body

Yr R- Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.

Yr 1- Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.

Yr 2- Pupils can recognise how they grow and will change as they become older.

Yr 3- Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.

Yr 4- Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.

Yr 5- Pupils can anticipate how their body may change as they approach and move through puberty.

Yr 6- Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.

Spring 1

My relationships

Yr R- Pupils understand that there are similarities and differences between everyone and can celebrate this.

Yr 1- Pupils understand the importance of listening to other people, playing and working co-operatively, including strategies to resolve

simple disagreements through negotiation.

Yr 2- Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.

Yr 3- Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.

Yr 4- Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.

Yr 5- Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.

Yr 6- Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language.

Spring 2

My beliefs

Yr R- Pupils can recognise what they like and dislike and feel empowered to make real, informed choices.

Yr 1- Pupils can identify and respect differences and similarities between people, and can celebrate this.

Yr 2- Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.

Yr 3- Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy, or one way to be a girl.

Yr 4- Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity.

Yr 5- Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.

Yr 6- Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).

Summer 1

My rights and responsibilities

Yr R- Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.

Yr 1- Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others.

Yr 2- Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.

Yr 3- Pupils understand the right to protect their body from unwanted touch.

Yr 4- Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.

Yr 5- Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.

Yr 6- Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this.

Summer 2

Asking for help

Yr R- Pupils can identify the special people in their lives, what makes them special and how special people care for one another.

Yr 1- Pupils can identify the people who look after them and how to attract their attention if needed.

Yr 2- Pupils know the difference between secrets and surprises, and the

importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.

Yr 3- Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret.

Yr 4- Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.

Yr 5- Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.

Yr 6- Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support.