



Relationship and Health Education (RHE) Curriculum 2020

Roman Way Primary School

It is not enough to simply teach pupils about the issues covered in the subject content. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to manage such issues should they encounter them.

The programme of study includes three core themes each with three topic areas:

Health and Wellbeing	Relationships	Living in the Wider World
• Healthy Lifestyles • Keeping Safe • Growing and Changing	• Healthy Relationships • Feelings and Emotions • Valuing Difference	• Rights and Responsibilities • Taking Care of the Environment

Whole School Yearly Breakdown

Autumn Term		Spring Term		Summer Term	
Living in the wider world (part 1)	Relationships (part 1)	Health (part 1)	Relationships (part 2)	Living in the wider world (part 2)	Health (part 2)
SRE Week – one week a term					

At Roman Way, we intend for our RHE learning to run alongside and underpin all other learning within our curriculum. We will be implementing and embedding this through our S.H.I.E.L.D. values which link directly with our school values and ethos. Our aim is for all children to understand and encompass our Roman Way SHIELD values by the time they leave and transition to secondary school.

Roman Way S.H.I.E.L.D. Values

S - Safety

H - Honesty

I – Integrity

E – Excellence

L – Love

D – Determination

We aim to use the growth mindset approach to embed these across all areas of learning with our Relationship and Health Education underpinning this. This is done through:

- Roman Way Rewards – S.H.I.E.L.D.
- Whole school weekly 'themes' (based on the RHE curriculum)
- Assemblies (whole school, key stage and class assemblies)
- Subject weeks planned to enable progression across (e.g. e-safety)
- Individual class lessons
- Behaviour for learning expectations

RHE Curriculum Map Overview – Whole School

Topic Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me	To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. To learn about people who look after me and my family. To know who to go to if I am worried and how to attract their attention.	To identify and respect the difference and similarities between people. To identify what makes me unique and what makes me the same. To learn that I belong to different groups and communities such as family and school. To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention.	To recognise different types of relationships, including those between acquaintances, friends, relatives and families.	To learn that families can sometimes look different from my family but I should respect those differences. To learn how families are important because they can provide love, security and stability. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together.	To learn that families can sometimes look different from my family but I should respect those differences and know that other children's families are also characterised by love and care. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support.	To learn that families can sometimes look different from my family but I should respect those differences and know that other children's families are also characterised by love and care. To recognise the characteristics of healthy family life; including commitment to each other, protection, care, spending time together. To recognise ways in which a relationship can be unhealthy and whom to talk to if I need support. To learn that civil partnerships and marriages are examples of public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.
Caring friendships	To identify special people (family, friends, carers), what makes them special and how special people should care for one another.	To identify special people (family, friends, carers), what makes them special and how special people should care for one another. To recognise that my behaviour can affect other people. To recognise what is fair and unfair, kind and unkind, right and wrong.	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	To recognise how important friendships are but that most have ups and downs. To learn strategies to resolve disputes and conflict through appropriate compromise and negotiation – resorting to violence is never the right answer.	To recognise how important friendships are but that most have ups and downs and that these can often be worked through so that the friendship is repaired or even strengthened. To learn strategies to resolve disputes and conflict through appropriate compromise and negotiation – resorting to violence is never the right answer.	To recognise what constitutes a positive, healthy relationship (mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, support with problems) and develop the skills to form and maintain positive healthy relationships.

		To recognise that people's bodies and feelings can be hurt; including what makes them feel comfortable and uncomfortable. To listen to other people and play and work cooperatively, including strategies to resolve simple arguments.				To recognise ways in which a relationship can be unhealthy (i.e. who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable) and how to seek help or advice if needed.
Respectful Relationships	To identify and respect the difference and similarities between people.	To identify and respect the difference and similarities between people. To recognise that people have rights and that everyone has responsibilities to protect those rights, including protecting other's bodies and feelings; being able to take turns; share and understand the need to return things that have been borrowed. To learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. To recognise different types of bullying and to understand that these are wrong and unacceptable. To learn strategies to resist teasing and to know what to do/who to go to for help if they experience or witness bullying.	To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours. To learn about the responsibilities of bystanders. To learn how to respond and ask for help.	To recognise the importance of respecting others (even when they are very different to me, have different beliefs or make different choices). To listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see respect and if necessary constructively challenge others' points of view.	To listen and respond respectfully to a wide range of people, to feel confident to raise my own concerns, to recognise and care about other people's feelings and to try to see respect and if necessary constructively challenge others' points of view. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for if I need it or for others at risk.	To recognise and challenge stereotypes by learning what one is and how they can be unfair, negative or destructive. To understand personal boundaries; to identify what I am willing to share with special people, friends, classmates and others; and that we all have a right to privacy. To understand the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online Relationships	To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'	To recognise that I share a responsibility for keeping myself and others safe online, when to say 'yes', 'no', 'I'll ask' and 'I'll tell.'	To learn the rules and principles for keeping safe online and how to recognise risks. To learn about the people who are responsible for	To learn the rules and principles for keeping safe online and how to recognise risks. To learn strategies for keeping safe online; the	To learn how information and data is shared and used online. To learn strategies for keeping safe online; the importance of protecting	To recognise how images in the media (and online) do not always reflect reality. To recognise how people sometimes behave differently online, including by

		To learn rules and ways of keeping physically safe and emotionally safe, including responsible computer use and online safety.	helping me stay healthy and safe; how I can help these people keep me healthy and safe. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships both face: face and online. To realise that some people behave differently online, including by pretending to be someone they are not. To realise the nature and consequence of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).	importance of protecting personal information (including passwords, addresses and the distribution of images of myself or others).	personal information (including passwords, addresses and the distribution of images of myself or others). To learn how to recognise risks online, harmful content and contact, and how to report it.	pretending to be someone they are not. To recognise ways in which online relationships can be unhealthy and how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. To learn about pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresented or mislead; the importance of being careful what they forward to others.
Being Safe	To learn about the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that make me feel uncomfortable, anxious or afraid.	To learn what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy. To learn about the people who look after me, my family networks and who to go to if I am worried and how to attract their attention. To recognise that I share a responsibility for keeping myself and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'.	To learn about people who are responsible for helping me stay healthy and safe; how I can help these people to keep me healthy and safe. To know how/ where to ask for advice or report concerns.	To learn about the concept of 'privacy' and 'keeping something confidential or a secret'. To learn when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. To learn about the sorts of boundaries are appropriate in friendships (including online). To learn how to manage requests for images; what is and isn't appropriate to ask	To learn about the sorts of boundaries appropriate in friendships (including online). To learn how to manage requests for images; what is and isn't appropriate to ask for or share; who to talk to if they feel uncomfortable or unsafe. To learn about taking care of my body, understanding that they have a right to protect their body from inappropriate and unwanted contact.	To understand personal boundaries; to identify what they are willing to share with special people; friends; classmates; others. To learn that we all have a right to privacy. To learn about taking care of my body, understanding that they have a right to protect their body from inappropriate and unwanted contact. To learn how to report concerns or abuse, and the vocabulary and confidence

				for or share; who to talk to if they feel uncomfortable or unsafe. To learn that each person’s body belongs to them. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.		needed to do so and where to get advice from (family, school and/or other sources.) To understand the concept of privacy and the implications of it for both children and adults; including that is not always right to keep secrets if they relate to being safe.
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