

## **Southway Primary School RHE Overview – YEAR FOUR**

**Vertical Concepts (informing disciplinary knowledge):** Relationship Education; Physical Health & Well Being; Digital Media Literacy; Emotional Health & Well Being

### **Vision Statement:**

Our RHE curriculum at Southway Primary School is designed around the West Sussex Education for Safeguarding framework. The four cornerstones are:

#### Relationship Education

Our curriculum is designed to enable children to build the foundations for a future of healthy relationships. The content aims to give children the 'tools' necessary to form and sustain relationships with others that are based on mutual respect. We aim for them to understand what a balanced relationship is. Acceptance and respect for both ourselves and others as individuals will be the basis from which the children can learn how to manage conflict in a healthy way which helps to preserve relationships.

#### Physical Health and Wellbeing

The relationship between food, exercise, and the choices we make as individuals will be explored so that the children are able to develop good habits in relation to food, hygiene, and exercise. We aim to teach the children some basic emergency life skills within this curriculum so that they are aware of who to turn to when things go wrong.

#### Digital and Media Literacy

This module will cover topics that include safety online, being critical when looking at online information, online relationships, reputation, influence, and managing time online. We want our children to develop the necessary skills to keep themselves safe both physically and emotionally when online.

#### Emotional Health and Wellbeing

The children will learn how healthy relationships and care of our physical health all play a part in building resilience to help in times of challenge. However, as we all need help sometimes this module is about teaching children that they are not alone and where help can be found.

To further support the children and families at Southway Primary, we have a Safeguarding team and Inclusion team. Courtyard Club supports those children who find the hour of unstructured time at lunch a challenge and operates daily.

Our ethos at Southway Primary is to have a 'growth mindset' and enable our pupils to develop confidence in themselves by giving them memorable experiences and a positive learning environment. We look to embed the Southway Seven wherever possible, through assemblies, conversations, modelling and teaching across the curriculum.

Substantive Knowledge	Disciplinary Knowledge		
<p align="center"><b><u>Relationship Education</u></b></p> <p>Family &amp; friendships, online relationships, identity, being safe, feelings &amp; attitudes</p>		<p align="center"><b><u>Links to other areas of the curriculum</u></b></p>	<p align="center"><b><u>Resources</u></b></p>
<p><b><u>Family and friendship</u></b></p> <ul style="list-style-type: none"> <li>• Skills that each person within a relationship needs to ensure that relationships stay positive and healthy.</li> <li>• 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)</li> <li>• Importance of maintaining friendships outside relationships (personal resilience)</li> </ul>	<p><b><u>Family and friendship</u></b></p> <ul style="list-style-type: none"> <li>• Be able to see things from other people's viewpoints for example their parents'/carers'.</li> <li>• 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 and want to spend their lives together)</li> </ul>		<p>Discovery Education health and Relationships, Families and Committed relationships unit: Video Spoiling the Fun? 1. Different relationships: boundaries and behaviour 2. Belonging 3. Caring families</p>
<p><b><u>Identity</u></b></p> <ul style="list-style-type: none"> <li>• To know that stereotypes can be racist, sexist etc...</li> <li>• To understand how gender is stereotyped</li> </ul>	<p><b><u>Identity</u></b></p> <ul style="list-style-type: none"> <li>• consider personal attitudes to gender roles and stereotyping.</li> <li>• Understand that boys and girls can do same tasks/roles and enjoy the same things but that the narrative from media/stories/tv etc may say something different.</li> </ul>		<p><b><u>Discovery Education Health and relationships, Similarities and differences unit:</u></b> Video Celebrating diversity 1. Being British 2. Making a judgement 3. A different point of view</p>
<p><b><u>Online relationships and media</u></b></p> <ul style="list-style-type: none"> <li>• Identify what things people might want to keep things private and how to keep things in private in real and virtual situations.</li> </ul>	<p><b><u>Online relationships and media</u></b></p> <ul style="list-style-type: none"> <li>• recognise when people might want to keep things private.</li> <li>• Understand why it is important to respect someone's privacy.</li> </ul>		<p><b><u>See DMI curriculum</u></b></p>

<ul style="list-style-type: none"> <li>Develop strategies to say no when feeling unsure about doing or sharing something.</li> </ul>			
<p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>To know it is wrong to make anyone feel uncomfortable or confused by being too close.</li> <li>Explain what it means to keep something secret or confidential.</li> <li>To recognise the physical signs our bodies give us when we feel unsafe or scared.</li> </ul> <p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>Identify the feelings associated with a dare or being pressured to share something.</li> </ul> <p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> <li>Develop strategies to say no when feeling unsure about doing or sharing something.</li> </ul>	<p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>know that they have rights over their bodies.</li> <li>Understand if they have been asked to keep something private, but it is making them feel unsure, uncomfortable, or hurt about something they should tell an adult they trust (even if they have been asked not to)</li> <li>Be able to say 'no' when subject to pressure when something feels wrong.</li> </ul> <p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>Identify when dares are ok or not.</li> <li>Be able to spot persuasive language</li> </ul> <p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> <li>Identify places and people than can do to when worried</li> </ul>		<p><u>Discovery Education Health and Relationship, Caring and Responsibility Unit:</u></p> <p>Video: Being Responsible</p> <ol style="list-style-type: none"> <li>Our rights and, our responsibilities</li> <li>2. The UN Convention on the Rights of the Child</li> <li>Family Roles and responsibilities</li> </ol> <p><u>Discovery Education Health and relationships, Healthy and happy friendships:</u></p> <p>Video: solving friendship difficulties</p> <ol style="list-style-type: none"> <li>Qualities of a good friend</li> <li>2. Solving friendship difficulties</li> <li>Personal boundaries and permission</li> </ol>

<p align="center"><b><u>Physical Health &amp; Well Being</u></b></p> <p>Keeping safe &amp; taking risks, emergencies, hygiene &amp; protecting health, drugs, alcohol &amp; tobacco, eating well &amp; being active</p>	<p align="center"><b><u>Links to other areas of the curriculum</u></b></p>	<p align="center"><b><u>Resources</u></b></p>
<p><u>Making decisions, taking risks and influences</u></p> <ul style="list-style-type: none"> <li>Peers' behaviour has the potential to influence our own behaviour</li> <li>Risk can depend on who is there as well as where the risk is and what it is.</li> </ul>		<p><u>Discovery Education Health and Relationships, Healthy Bodies, Healthy minds unit:</u></p> <ol style="list-style-type: none"> <li>Healthy influences</li> <li>Making Healthy choices</li> </ol>

<p>Explain what a dare is and how they may make us feel</p> <p><u>Pressure/influence</u></p> <ul style="list-style-type: none"> <li>• Know external influences exist and affect our choices (friends, family, advertising, labelling)</li> </ul>	<p>Demonstrate strategies to manage dares.</p> <p><u>Pressure/influence</u></p> <ul style="list-style-type: none"> <li>• Identify what can influence people's choices about their health</li> </ul>		
<p><u>Eating well &amp; being active and protecting health</u></p> <ul style="list-style-type: none"> <li>• Recap factors that affect overall health: healthy eating habits, regular exercise, and sleep routines</li> <li>• Know how good dental hygiene is beneficial to general health</li> </ul> <p><u>Everyday substances including caffeine</u></p> <ul style="list-style-type: none"> <li>• Know that some everyday drinks contain caffeine that can alter the way our body works.</li> </ul> <p><u>Healthier lifestyle choices. importance of physical activity</u></p> <ul style="list-style-type: none"> <li>• Know what is meant by a habit, and discuss how these can be good/bad, changeable etc</li> </ul> <p><u>coping with change</u></p> <ul style="list-style-type: none"> <li>• Puberty and hygiene. The changes that happen to girls and boys. The importance of cleanliness.</li> </ul>	<p><u>Eating well &amp; being active</u></p> <ul style="list-style-type: none"> <li>• Demonstrate habits that contribute to their overall good health.</li> <li>• Talk about ways to prevent infection.</li> </ul> <p>Have established good dental hygiene routines</p> <p><u>Everyday substances including caffeine</u></p> <ul style="list-style-type: none"> <li>• Begin to make judgements about what they put into their body</li> </ul> <p><u>Healthier lifestyle choices. importance of physical activity</u></p> <ul style="list-style-type: none"> <li>• Identify habits that help us and give some examples of healthy habits</li> </ul> <p><u>Coping with change</u></p> <ul style="list-style-type: none"> <li>• talk about ways our bodies have changed since we were in nursery or reception</li> <li>• talk about the changes that happen to boys and girls during puberty</li> <li>• Talk about ways to keep their bodies clean and why it is important to do so.</li> </ul>		<p><u>see above lesson 2</u></p> <p><u>Discovery Education Health and Relationships, Coping with change:</u></p> <p>Video: Sweat, soap and showers</p> <ol style="list-style-type: none"> <li>1. What is puberty?</li> <li>2. Understanding periods</li> <li>3. Keeping clean as we grow and change</li> </ol>

### Digital Media Literacy

Staying safe online, online content & critical thinking, self-image, mental health & well-being, online relationships & cyberbullying, online reputation

Links to other areas of the curriculum

Resources

### Year 4: PSHE e-Safety unit

Lesson Title	e-Safety success criteria [ & Project Evolve resources]
1 Self image and identity	<ul style="list-style-type: none"> <li>I can explain how my online identity can be different to my offline identity.</li> <li>I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.</li> <li>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.</li> </ul>
2 Online relationships	<ul style="list-style-type: none"> <li>I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)</li> <li>I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs.</li> </ul>
3 Online reputation	<ul style="list-style-type: none"> <li>I can describe how to find out information about others by searching online.</li> <li>I can explain ways that some of the information about anyone online could have been created, copied or shared by others.</li> </ul>
4 Online bullying	<ul style="list-style-type: none"> <li>I can recognise when someone is upset, hurt or angry online.</li> <li>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</li> <li>I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul>
5 Health and wellbeing	<ul style="list-style-type: none"> <li>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</li> </ul>
Privacy and Security	<ul style="list-style-type: none"> <li>I can describe strategies for keeping personal information private, depending on context.</li> <li>I can explain that internet use is never fully private and is monitored, e.g. adult supervision.</li> <li>I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.</li> <li>I know what the digital age of consent is and the impact this has on online services asking for consent.</li> </ul>

### Emotional Health & Well Being

Emotional resilience, sense of self, well-being, relationships, transition

Links to other areas of the curriculum

Resources

#### Protecting our mental health

- Recap the factors that can affect our mental well being/the choices we make
- How to recognise strong feelings and strategies to cope with them

- Be able to talk about factors that can contribute to our overall health and how they benefit our mental health as well as our physical health
- Talk about how they feel in certain scenarios and strategies for managing strong feelings

Discovery Education Health and Relationships, Healthy Bodies, Healthy minds unit:  
Video: Dealing with feelings  
4. Lesson dealing with feelings

