

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

**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   |  |  |
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| <b><u>Relationship Education</u></b><br>Family & friendships, online relationships, identity, being safe, feelings & attitudes.  |  | <b><u>Links to other areas of the curriculum</u></b>                         | <b><u>Resources</u></b>  |
| <u>Family and friendship</u> <ul style="list-style-type: none"> <li>• Know all families are different but they can have common features and functions.</li> <li>• Know the people who look after them and their different roles and responsibilities.</li> <li>• how to approach others and ask to join in.</li> <li>• the characteristics of a 'balanced' friendship</li> <li>• How to solve a small conflict in the classroom</li> <li>• How to show others respect</li> </ul> | <u>Family and friendship</u> <ul style="list-style-type: none"> <li>• To be able to tell when they feel cared for and when they love or care for someone.</li> <li>• To talk about ways a family look after each other</li> <li>• Value the way their family/friends are special.</li> <li>• To talk about the characteristics of a good friend</li> <li>• Understand how to be a friend and that friendships change.</li> <li>• To manage a small conflict independently</li> </ul> | <u>History: families</u><br><u>RE: Me, My favourite things, My feelings.</u> | <u>Discovery Education RHE Unit: Making friends and getting along</u> <ol style="list-style-type: none"> <li>1. Friends</li> <li>2. Kindness</li> <li>3. Getting along, sharing and taking turns</li> </ol> <u>The Importance of family</u> <ol style="list-style-type: none"> <li>1. My family</li> <li>2. Our families</li> <li>3. Superhero families!</li> </ol> <u>Recognising strengths and respecting differences</u> <ol style="list-style-type: none"> <li>1. I am special</li> </ol> <u>Our special People</u> <ol style="list-style-type: none"> <li>1. My special people</li> <li>2. How our special people care for us</li> <li>3. Keeping safe</li> <li>4.</li> </ol> <u>Southway 7</u> |
| <u>Online relationships and media</u> <ul style="list-style-type: none"> <li>• Be able to identify and explain who has responsibility for keeping us safe</li> </ul>   | <ul style="list-style-type: none"> <li>• <u>Online relationships and media</u></li> <li>• Know how to ask for help and whom to ask</li> </ul>  | <u>ICT</u>   |  |
| <u>Identity</u> <ul style="list-style-type: none"> <li>• To understand that although stories/tv/media implies boys like/do some things and girls do others; you can be/do/like whatever you want.</li> <li>• describe basic differences and similarities between peers</li> </ul>  | <u>Identity</u> <ul style="list-style-type: none"> <li>• Be confident to express their own preferences.</li> <li>• To identify what is positive about self and others.</li> <li>• To feel valued as part of group</li> <li>• Know that people have things in common but that every individual is unique and equal</li> </ul>   |  | <u>Discovery Education Unit: Recognising strengths and respecting differences</u> <ol style="list-style-type: none"> <li>2. Who I am makes me unique</li> <li>3. We don't all feel the same way</li> </ol>   |

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| <p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>Names of body parts and which parts should be private.</li> <li>identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes)</li> <li>How to say 'no' to being touched</li> </ul>   | <p><u>Being safe</u></p> <ul style="list-style-type: none"> <li>To understand the private parts of our body</li> <li>understand that they have the right to say "no" to unwanted touch</li> </ul>   |  | <p><u>Discovery Education RHE Unit:</u><br/>Amazing Bodies</p> <ol style="list-style-type: none"> <li>My amazing body</li> <li>Private body parts (introducing correct terminology)</li> </ol> <p>NSPCC PANTS resources for school and teachers (The underwear rule)</p> |
| <p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>Be able to name feelings they have and explain what makes them feel happy, sad, good and not good.</li> <li>know how different feelings can make people behave.</li> <li>name some of the emotions that may be felt in situations involving the loss of special possessions.</li> <li>To know the stages of a human life cycle including birth</li> <li>Change is part of life and how it can make us feel</li> </ul> | <p><u>Feelings and attitudes</u></p> <ul style="list-style-type: none"> <li>Identify how their body identifies feelings.</li> <li>Identify ways to feel better when not feeling so great.</li> <li>Recognise facial expressions and body language that shows these feelings.</li> <li>Be able to describe how it feels when we lose something special.</li> <li>Be able to talk about they feel when things change</li> </ul> | <p><u>Literacy: The Lost Property Office</u></p> | <p>The Colour Monster by Anna Llenas</p> <p><u>Discovery Education RHE Unit:</u><br/>Growing and Changing</p> <ol style="list-style-type: none"> <li>Animal babies</li> <li>How have we changed?</li> <li>A future me</li> </ol>   |
| <p><u>Worries and asking for help.</u></p> <ul style="list-style-type: none"> <li>recognise and name feelings associated with worry.</li> </ul> <p>Identify 5 adults they trust to talk to</p>  | <p><u>Worries and asking for help.</u></p> <ul style="list-style-type: none"> <li>To identify 5 people they can talk to/trust</li> <li>explain why it is very important to tell someone if they are worried about something</li> </ul>  |  | <p><u>Discovery Education RHE Unit:</u><br/>Our special people</p> <p>The Huge Bag of Worries by Virginia Ironside</p>   |

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| <p><b><u>Physical Health &amp; Well Being</u></b><br/>Keeping safe &amp; taking risks, emergencies, hygiene &amp; protecting health, drugs, alcohol &amp; tobacco, eating well &amp; being active</p> | <p><b><u>Links to other areas of the curriculum</u></b></p> | <p><b><u>Resources</u></b></p> |
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| <p><u>Feeling safe</u></p> <ul style="list-style-type: none"> <li>• The rules for keeping safe in school (using resources, staying in own learning spaces)</li> <li>• Identify people who can help to keep them safe at home and at school.</li> <li>• What are the emergency services? Who can help us?</li> </ul>       | <p><u>Feeling safe</u></p> <ul style="list-style-type: none"> <li>• Understand why we have safety rules.</li> <li>• Identify adults both in and out of school who keep them safe.</li> <li>• Talk about ways the police, fire service and ambulance service help us</li> </ul> |                  | <p><u>Discovery Education RHE Unit:</u><br/>Our Special people</p> <p><u>Discovery Education Espresso Unit:</u><br/>People Who help us</p> <p>Southway 7</p> |
| <p><u>Keeping clean</u></p> <ul style="list-style-type: none"> <li>• Know why it is important to keep clean.</li> <li>• Know that some diseases can be spread and how this can be controlled with good hygiene.</li> <li>• Dental hygiene</li> </ul>  | <p><u>Keeping clean</u></p> <ul style="list-style-type: none"> <li>• Describe ways they keep clean at home and at school.</li> <li>• Practise good hygiene habits at school eg handwashing, use of tissues, covering their mouth when coughing etc</li> </ul>                  |                  | <p><u>Discovery Education RHE Unit:</u><br/>Amazing Bodies</p>   |
| <ul style="list-style-type: none"> <li>• <u>Drugs, alcohol &amp; tobacco</u></li> <li>• Name things that are safe to go in our bodies.</li> </ul>   | <ul style="list-style-type: none"> <li>• <u>Drugs, alcohol &amp; tobacco</u></li> <li>• Name some things are not good for our bodies.</li> </ul>   |                  | <p><u>Discovery Education RHE Unit:</u><br/>Amazing Bodies</p>   |
| <ul style="list-style-type: none"> <li>• <u>Eating well &amp; being active</u></li> <li>• Know that physical activity, sleep, rest and healthy food are good for our physical and mental well being.</li> <li>• Identify foods need to be eaten to keep healthy and food that needs to be eaten in moderation.</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Eating well &amp; being active</u></li> <li>• Talk about ways they keep themselves healthy both in and out of school.</li> <li>• Identify how poor choices can make us feel and behave.</li> </ul>                                 | <p><u>PE</u></p> | <p><u>Discovery Education RHE Unit:</u><br/>Amazing Bodies</p>   |

## **Digital Media Literacy**

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

See [computing curriculum](#):

**Links to other areas of the curriculum**

**Resources**

### **Year 1: PSHE e-Safety unit**



| Lesson Title                 | e-Safety success criteria [& Project Evolve resources]  |
|------------------------------|---|
| 1<br>Self image and identity | <ul style="list-style-type: none"><li>I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li></ul>  |
| 2<br>Online relationships    | <ul style="list-style-type: none"><li>I can give examples of when I should ask permission to do something online and explain why this is important.</li><li>I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li><li>I can explain why it is important to be considerate and kind to people online and to respect their choices.</li><li>I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li></ul> |
| 3<br>Online reputation       | <ul style="list-style-type: none"><li>I can recognise that information can stay online and could be copied.</li><li>I can describe what information I should not put online without asking a trusted adult first.</li></ul>   |
| 4<br>Online bullying         | <ul style="list-style-type: none"><li>I can describe how to behave online in ways that do not upset others and can give examples.</li></ul>   |
| 5<br>Privacy and security    | <ul style="list-style-type: none"><li>I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li><li>I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</li></ul>   |

| <b>Emotional Health &amp; Well- Being.</b> Emotional Resilience, sense of self, well-being, relationships, transition.   | <u>Links to other areas of the curriculum</u>  | <u>Resources</u>     |   |
|--|--|----------------------|---|
| <p><b><u>Feelings</u></b></p> <ul style="list-style-type: none"> <li>• Name the emotions; happy/ sad/ worried/scared/frustrated/excited/angry/calm/love</li> <li>• Talk about scenarios that may make them feel the above emotions. to know that it is ok to have 'big' feelings but we must learn how to manage them so we don't hurt ourselves or others</li> </ul> <p><b><u>Protecting our mental health</u></b></p> <ul style="list-style-type: none"> <li>• Know the benefits of friendships and talk about ways of making and maintaining friendships</li> </ul> <p><b><u>Uniqueness, similarities and differences</u></b></p> <ul style="list-style-type: none"> <li>• Understand that we are all unique and that you do not have to like the same things to be friends</li> </ul> <p><b><u>Belonging and responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• To understand what belonging means and how they belong to several groups eg family, their class, after school clubs etc</li> </ul> <p><b><u>Transition and moving on</u></b></p> <ul style="list-style-type: none"> <li>• Understand that change, planned or unplanned can make us feel various emotions and that is ok.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise emotions in themselves and others</li> <li>• Be able to self- regulate their emotions most of the time</li> <li>• Have the resilience to cope with minor setbacks or challenges             <ul style="list-style-type: none"> <li>• Be able to make friendships within school</li> </ul> </li> <li>• Be confident to make choices in line with their personal preferences</li> <li>• To feel part of the class and Southway as a whole.</li> <li>• To feel confident to take responsibility for a job within the class</li> <li>• To be able to articulate any feelings associated with transition to next year group</li> </ul> | <p>RE: belonging</p> | <p>The Colour Monster by The Colour Monster by Anna Llenas<br/>The Huge Bag of Worries by Virginia Ironside</p> <p>Southway 7<br/>Class roles<br/>Transition activities</p> <p><u>Discovery Education RHE units:</u><br/>My amazing body<br/>Growing and changing</p> |