

Hazelwood Schools



RSHE

Curriculum Overview

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Nursery	<p>Growing and changing in nature</p> <p>Children will discuss how seasons change using vocabulary relating to natural changes. They will describe the life cycle of an animal.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Describe seasonal changes Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot Describe the life cycle of an animal 	<p>When I was a baby</p> <p>Children talk about how babies change as they grow, what they need and how this changes as they grow. They share their own experiences and listen to those of the others.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about how babies change as they grow Explain what babies need and how this changes as they grow Share their own experiences and listen to those of the others 	<p>Girls, boys and families</p> <p>Children notice the similarities and differences between males and females. They begin to play inclusively with their friends, regardless of their sex (if not already doing so). They think differently and more openly about what a family may look like.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about the similarities and differences between the males and females Begin to play inclusively with their friends, regardless of their sex (if not already doing so) Think differently and more openly about what a family may look like 			
Reception	<p>Seasons</p> <p>Children will name the different seasons and describe the differences between them. They will explain the changes that occur as seasons change. They will talk about how they have grown in resilience.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Name the different seasons and describe their differences. 	<p>Life stages - plants, animals, humans</p> <p>Children understand that animals and humans change in appearance over time. They use relevant vocabulary such as egg, seed, baby, grow, change, old, and young (and the names for young animals). They make observations and ask questions about living things.</p> <p>Children will be able to:</p>	<p>Life Stages: Human life stage - who will I be?</p> <p>Children use the language and describe the different life stages of: baby, child, teenager, adult, older age, and talk about their own experience of growing up.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Retell a story and respond to questions about it. 	<p>Where do babies come from?</p> <p>Children are introduced to the basics of human reproduction (not sexual intercourse). They understand that a baby is made by a woman and a man, and grows inside a woman's tummy. They recognise that every family is different and talk about the similarities and differences between themselves and others.</p>	<p>Getting bigger</p> <p>Children reflect on how they have changed as they have grown. They can explain the differences between babies, children, and adults, and understand that we are all unique.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Talk about how they have changed as they have grown. 	<p>Me and my body - girls and boys</p> <p>Children learn the names of parts of the body using the correct vocabulary. They can explain which parts of their body are kept private and safe - and why. They know to tell or ask an appropriate adult for help if they feel unsafe.</p> <p>Children will be able to:</p>

	<ul style="list-style-type: none"> Explain the changes that occur as seasons change. Talk about how they have grown in resilience. 	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. 	<ul style="list-style-type: none"> Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. 	<ul style="list-style-type: none"> Explain the differences between babies, children, and adults. Understand that we are all unique. 	<ul style="list-style-type: none"> Name parts of the body using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.
Year 1	<p>Healthy me</p> <p>Children will understand that the body gets energy from food, water and air (oxygen). They will recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. 	<p>Then and now</p> <p>Children will start to identify things they could do as a baby and toddler as well as things they can do now. They can identify the people who help or helped them at these different stages.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. 	<p>Taking care of a baby</p> <p>Children will understand some of the tasks required to look after a baby, and how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, and feeding.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	<p>Who can help? (2)</p> <p>Children will explain the difference between teasing and bullying. They will give examples of what they can do if they experience or witness bullying and say who they could get help from in a bullying situation</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. 	<p>Surprises and secrets</p> <p>Children will explain the difference between a secret and a nice surprise. They will identify situations as being secrets or surprises. They will identify and share who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	<p>Keeping privates private</p> <p>Children will be able to identify parts of the body that are private and ways in which they can be kept private. They can identify people that it's ok to talk to about their private parts.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.

Year 2	A helping hand Children will demonstrate simple ways of giving positive feedback to others Children will be able to: <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. 	Sam moves away Children will recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Children will be able to: <ul style="list-style-type: none"> • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. 	Haven't you grown! Children can identify different stages of growth (e.g. baby, toddler, child, teenager, adult) and describe some of the things that people are capable of at these different stages. Children will be able to: <ul style="list-style-type: none"> • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. 	My body, your body Children will recall which parts of their body are private. We know that we mostly have the same body parts, but how they look is different from person to person. Children will be able to: <ul style="list-style-type: none"> • Identify which parts of the human body are private; • Understand that humans mostly have the same body parts but that they can look different from person to person. 	Respecting privacy Children will explain what privacy means. They will know that you are not allowed to touch someone's private belongings without their permission and be able to give examples of different types of private information. Children will be able to: <ul style="list-style-type: none"> • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information. 	
Year 3	Relationship tree Children can identify different types of relationships and recognise who they have positive healthy relationships with. Children will be able to: <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. 	Body space Children will understand what is meant by the term body space (or personal space). They will be able to identify when it is appropriate or inappropriate to allow someone into their body space. They will rehearse strategies for when someone is inappropriately in their body space. Children will be able to: <ul style="list-style-type: none"> • Understand what is meant by the term body 	None of your business! Children will know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens. They will recognise and describe appropriate behaviour online as well as offline. They will identify what constitutes personal information and when it is not appropriate or safe to share this. Children will understand and explain how to get help in a situation where requests for images or	Secret or surprise? Children will define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. They will recognise how different surprises and secrets might make them feel. Children will know who they could ask for help if a secret made them feel uncomfortable or unsafe. Children will be able to: <ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between 	Basic first aid Children can make a clear and efficient call to the emergency services if needed. They will know the concepts of basic first-aid. <ul style="list-style-type: none"> • Physical Health and Mental Wellbeing (Health Education)Basic first-aid1. How to make a clear and efficient call to emergency services if necessary. • Physical Health and Mental Wellbeing (Health Education)Basic 	

		<p>space (or personal space);</p> <ul style="list-style-type: none"> Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. 	<p>information of themselves or others occurs.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	<p>a safe and an unsafe secret;</p> <ul style="list-style-type: none"> Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>first-aid2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	
Year 4	<p>Moving house</p> <p>Children can describe some of the changes that happen to people during their lives. They will explain how the Learning Line can be used as a tool to help them manage change more easily. They will be able to suggest people who may be able to help them deal with change.</p> <p>Children will be able to:</p>	<p>My changing body (Y3 lesson)</p> <p>Children recall that babies come from the joining of an egg and sperm; and are introduced to some puberty changes, including menstruation, using the correct vocabulary.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; 	<p>My feelings are all over the place!</p> <p>Children understand how the onset of puberty can have an emotional as well as physical impact, recognise that this may lead to conflict with parents and learn how to compromise.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Name some positive and negative feelings; 	<p>Together</p> <p>Children can understand that marriage is a commitment to be entered into freely and not against someone's will. They can recognise that marriage includes same sex and opposite sex partners. They will know the legal age for marriage in England or Scotland. Children can discuss the reasons why a person would want to be</p>		

	<ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. 	<ul style="list-style-type: none"> Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. 	<ul style="list-style-type: none"> Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. 	<p>married, or live together, or have a civil ceremony.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 		
Year 5	<p>How are they feeling?</p> <p>Children can use a range of words and phrases to describe the intensity of different feelings. They can distinguish between good and not so good feelings, using appropriate vocabulary to describe these. They will explain strategies they can use to build resilience.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings 	<p>Taking notice of our feelings</p> <p>Children can identify people who can be trusted. They understand what kinds of touch are acceptable or unacceptable. Children will describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify people who can be trusted; 	<p>All change! (Y4 lesson)</p> <p>Children recall parts of the body that males and females have in common and those that are different, using the correct terminology for genitalia, and explain why puberty happens.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; 	<p>Preparing for changes at puberty (Y4 lesson)</p> <p>Children will explain how human reproduction (not sexual intercourse) occurs, know how and why periods and wet dreams occur, and how to manage both successfully.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; 	<p>Growing up and changing bodies</p> <p>Children apply their knowledge of the various puberty changes, including menstruation, and identify some products that they may need during puberty, and why.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. 	<p>Help! I'm a teenager - get me out of here!</p> <p>Children recall that puberty is an emotional as well as a physical change, how and why mood swings occur and how to manage their strong feelings.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be

	<ul style="list-style-type: none"> Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. 	<ul style="list-style-type: none"> Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. 	<ul style="list-style-type: none"> Know the correct terminology for their genitalia; Understand and explain why puberty happens. 	<ul style="list-style-type: none"> Identify some of the ways to cope better with periods. 		resilient in order to find someone who will listen to you.
Year 6	<p>I look great!</p> <p>Children will understand that fame can be short-lived. They will recognise that photos can be changed to match society's view of perfect and identify qualities that people have, as well as their looks.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. 	<p>Media manipulation</p> <p>Children can define what is meant by the term stereotype. They will recognise how the media can sometimes reinforce gender stereotypes and that people fall into a wide range of what is seen as normal. Children can challenge stereotypical gender portrayals of people.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. 	<p>Helpful or unhelpful? Managing change</p> <p>Children can recognise some of the changes they have experienced and their emotional responses to those changes. They can suggest positive strategies for dealing with change and identify people who can support someone who is dealing with a challenging time of change.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. 	<p>Changing bodies and feelings (Y5 lesson)</p> <p>Children will increase their vocabulary for the external sexual organs, as well as debunk some of the myths associated with various puberty changes.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. 	<p>Is this normal?</p> <p>Children will apply their knowledge of the physical and emotional changes experienced during puberty and list strategies that would help someone who felt challenged by these changes.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. 	<p>Making babies</p> <p>Children learn the variety of ways in which a couple can create a family (including through sexual intercourse), and how it can be prevented. They learn the legal age of consent and what it means.</p> <p>Children will be able to:</p> <ul style="list-style-type: none"> Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. <p><i>Parents may request in writing to the headteacher for their child to be withdrawn from this lesson</i></p>

