

| 1Key stage | Year group | Curriculum | Statutory guidance core theme | Pupils should know... | Learning objective | Learning outcomes | Key questions | Key words | Resources |
|------------|------------|-------------------------|--|--|--|--|--|--|---|
| KS2 | YR 6/7 | Relationships Education | Families and people who care for me | How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. | Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help. | I understand that not everyone enjoys safe and happy family relationships. I know that running away from a family is risky. I can list safe people and safe places if I need help or advice. | What things can happen within a family that someone might find upsetting or difficult to cope with? Why might someone feel they need to leave their family? What is the safest way for someone to get help if they feel unhappy or unsafe within their family relationships? | Running away; Risk; Safety; Secrets; Grooming | Oak National Academy: 9. Families: Stable relationships and marriage 2 lessons |
| KS2 | YR 6/7 | Relationships Education | Caring friendships | The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | Pupils know some cultural practices are against British law, including FGM. | I know that FGM is against the law. I know FGM is a form of abuse. I know how to support a friend who I am worried might be at risk of FGM. | What would it be like if someone took away the things that gave you pleasure? | Pleasure; Female Genital Mutilation; Vulva; Clitoris; Circumcision | Lesson plan: RSE Solution. YR 6, Lesson 4. 3 lessons Oak National Academy: 18. Respectful Relationships Recognising and reporting criminal behaviour within relationships. |

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| KS2 | YR 6/7 | Relationships Education | Respectful relationships | About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Practical steps they can take in a range of different contexts to improve or support respectful relationships. | Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. | I know the correct terms to describe gender and sexuality. I know that treating someone unkindly because of their gender and/or sexuality is a type of bullying. I have considered respectful ways to communicate about gender and sexuality. | Can you think of any examples of heteronormativity (where we assume people are attracted to people of the opposite gender to themselves)? What impact does heteronormativity have? | Heteronormativity; Homophobic; Biphobic; Transphobic. | Lesson plan: RSE Solution. YR 6, Lesson 3. 2 lessons Oak National Academy. 2. Respectful relationships: Respect and friendship 3. online media: rights and responsibilities and keeping safe. 3 lessons |
| KS2 | YR 6/7 | Relationships Education/ Health Education | Online relationships/ Internet safety and harms | How information and data is shared and used online. | Pupils can consider a range of information that is acceptable and unacceptable to share online, knowing how to get help if needed. | I can give examples of content which may be inappropriate to share online. I can explain some of the possible consequences of sharing without consent. | When is it okay to share a photo or video online? When is it not okay to do it?What is the difference between a friend and a follower? | Permission; Follower | Oak National Academy. 23. Internet Safety and harms Relationships and social media 3 lessons |

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| KS2 | YR 6/7 | Relationships Education | Being safe | Where to get advice e.g., family, school and/or other sources | Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support. | I have considered a range of problems that may affect people of my age. I have identified different sources of help, advice and support for a range of problems. I feel confident to ask for help and to help other people to ask for help if needed. | What problems do you think children/ young people experience? How easy is it to ask for help for these types of problems? What are the challenges? What are the enablers? | Problems; Support; Help; Trust | Lesson plan: RSE Solution. YR 6, Lesson 6. 2/3 lessons Talk about relevant problem sin and around our school. Ensure they know about Mrs Lillie and Miss Tighe's role in the school and the importance of reporting. Signpost children to relevant help and advice services Justonenoroflk Childline Nspcc Swan Youth Project |
| KS2 | YR 6 /7 | My body | *Sex and reproduction * not stat. This is the ONE lesson parents can request a child is removed from. It is advisable the teacher meets the parents to discuss reasons for withdrawal and advise on materials that can be accessed at home by the parent when talking to their child. | How a baby is conceived and born | 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. | I can name the sexual organs of a man and a woman. I know how a man and a woman have sexual intercourse. I understand how sexual intercourse can lead to reproduction. | How does puberty prepare the body for reproduction? Does sexual intercourse always lead to reproduction? | Sexual intercourse; Conception; Reproduction | MUST HAVE SENT LETTER TO PARETNS BEFORE HAND AND GIVEN THEM OPPORTUNITY TO WITHDRAW THEIR CHILD. Lesson plan: RSE Solution. YR 6, Lesson 2. Book' what makes a baby' Amaze videos on youtube: conception BBC bitesize Consider other ways of families having babies, such as: ivf, surrogacy, adoption etc. be aware of the children in the class -they could have had different experiences. 2 lessons |
| KS2 | YR 6 /7 | Health Education | Internet safety and harms | How to be a discerning consumer of information online including understanding that information, | Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves. | I can recognise that images in the media, including online do not always reflect reality. I understand that unrealistic media messages can make people feel bad about themselves. I have | What do you think young children learn about body shapes and sizes from playing with toys? How does different media suggest people look?Why is it important to feel positive about how you look? | Media; Body-image; Discerning consumer | Lesson plan: RSE Solution. YR 6, Lesson 1. 2 lessons Oak national Academy: 5. Internet safety and harms. Reality vs the online world 13. internet safety and harms: Body image. 2 lessons |

| | | | | including that from search engines, is ranked, selected and targets. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. | | considered ways to feel positive about myself and celebrate my body. | | | |
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| KS2 | YR 6 /7 | Health education | Mental wellbeing | It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available especially if accessed early enough. | Pupils know how feelings and emotions are affected and can be managed at changing, challenging or difficult times | I can describe what can impact on mental health (life events and circumstances) and how mental wellbeing can be affected I recognise conflicting emotions and when these might be experienced, explaining how feelings and emotions change over time I can identify positive actions to support mental wellbeing during difficult times, including identifying my personal support network | Why can change feel challenging and difficult? What can affect mental wellbeing? | Feelings; Emotions; Moods, Thoughts; Mental health; Wellbeing, Challenge, Advice, Support | Oak National Academy: 22. Mental wellbeing Common types of ill health Mentallyhealthyschools.org.uk Mind.co.uk Signpost children to where they can access support if needed. Justonenorfolk Swan youth project Nspcc Highlight importance of talking to trusted adults. Discuss strategies that can be used to support Wellbeing and mental health. |

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| KS 2 | YR 6 /7 | Health Education | Healthy eating | What constitutes a healthy diet (including understanding calories and other nutritional content).The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health) | Pupils can recognise the impact of diet in lifestyle. | I can explain why too much salt is bad for you.I can explain 5 a day and why fruit and vegetables are important to you.I can select healthy alternatives to sugary foods. | Why is it important to eat and stay hydrated?Why do people sometimes add salt to food?Why do people sometimes eat or drink things that are not considered to be nutritious for the body? | Diet; Nutrition; Calories; Obesity; Hydration; Health; Wellbeing | <p>Oak national Academy: 6. Healthy lifestyles: Physical fitness and healthy eating</p> <p>Twinkl: Keeping healthy PowerPoint</p> <p>Campaignresources.phe.org.uk Create a food menu for 1 week, 3 meals a day and 2 snacks- consider what you are including to make it a balanced diet.</p> <p>2 lessons</p> |
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| KS 2 | YR 6 /7 | Health Education | Drugs, alcohol and tobacco | The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. | Pupils know some key facts and risks associated with smoking, alcohol and drugs. | I understand the laws that relate to drinking alcohol, smoking and taking drugs. I have discussed attitudes towards alcohol, including how it is portrayed in society and the media. | Why do you think there is a legal age limit for being allowed to drink alcohol? What do you think should happen if someone breaks this law? | Drug; Alcohol; Attitudes; Law | <p>Oak National Academy: 24. Drugs and Alcohol: prescription and illegal Drugs</p> <p>Hamilton trust Safe4me.co.uk</p> <p>2 lessons</p> <p>Signpost children where to get support</p> |

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| KS2 | YR6/7 | Health Education | Health and prevention | About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing . | Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this. | I know that infections can be shared during sexual intercourse. I am aware that infections can spread easily and to multiple people. I know that a condom can help to reduce the spread of sexually transmitted infections. | How can we prevent a cold from being shared? Do you know that in the same way viruses (like a cold) can be shared, infections can also be shared when people have sexual intercourse? | Infection; Sexually transmitted infection; Condom | Lesson plan: RSE Solution. YR 6, Lesson 5. 2 lessons Oak National Academy: 21. Intimate relationships: positivity and health 2 lessons |
| KS2 | YR 6 /7 | Health Education | Basic first aid | Concepts of basic first aid, for example dealing with common injuries, including head injuries. How to make a clear and efficient call to emergency services if necessary. | Pupils know when it is safe to give first aid, call for help and what to do in an emergency. | I can identify an emergency situation and know to keep myself safe. I can help to give basic first aid in safe situations. I know how to get help in an emergency. | Can you think of a situation that would be an 'emergency'? Are there some things you can do to safely help someone in an emergency? What do you need to consider to keep yourself and your body safe if helping someone else in an emergency? | Emergency; Injury; Safe; First Aid | School visitor if possible St Johns Ambulance website Oak national Academy 16. First Aid 2 Lessons |

As this is a new curriculum, we have left Summer empty

so, we can have flexibility to add in topics as needed throughout the school year and still be able to cover what we aim as above.

Please note Oak national Academy provide lessons on ALL RSHE topics for KS2, if staff wish to access more of those noted please do, particularly of a child expresses a need or desire to want to know about a particular topic.
However, it is importance we also use the RSE solutions for continuity through KS1 and KS2.