

Monega Primary School RSHE 2020/2021 Year 1-6

RSHE Themes

Families and Carers	Caring Friendships	Respectful Relationships	Online Relationships	Mental Health Wellbeing	Being Safe
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Year Group	Content Theme	Subject
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Year Group	Content Theme Throughout The Year	Subject
Year 1	Year 1	Year 1
Families and Carers	<ul style="list-style-type: none"> Understand the meaning of belonging to a community. Sharing ideas about what makes a family. Identify people that are important to us. Share how someone is a role model to you. 	PSHE
Caring Friendships	<ul style="list-style-type: none"> To recognise how other people are feeling and to share feelings with others. To show active listening to friends and their ideas. To recognise the values and traits of a caring friendship, To empathise and show kindness to others who may have experience change or loss. To recognise how behaviours of people may change in different situations. 	
Respectful Relationships	<ul style="list-style-type: none"> To understand what being respectful to others means. To discuss and identify what makes us feel good or not. 	

	<ul style="list-style-type: none"> • To recognise our own feelings and facial expressions. • To discuss what a secret is and when not to keep a secret. • To be aware of personal boundaries relating to people. • To discuss feelings relating to familiar and unfamiliar situations. 	
Online Relationships	<ul style="list-style-type: none"> • To understand the difference between real life relationships and online relationships. • To be able to discuss how to be safe. • To recognise dangerous situations. 	
Mental Health Wellbeing	<ul style="list-style-type: none"> • To understand the importance of mental wellbeing. • To recognise how to look after our own mental health. • To understand when others are suffering with mental health. • To recognise ways in which I can improve my mental health. 	
Being Safe	<ul style="list-style-type: none"> • To understand what "being safe" means. • To understand how to make the classroom a safe place to learn. • To explain how to make the classroom safe and fair. • To share ideas and have discussions on how to be safe. 	
Year 2	Year 2	Year 2
Families and Carers	<ul style="list-style-type: none"> • To recognise the importance of family, community and belonging. • To share facts about special people in my life. • To recognise that others have different family situations. 	
Caring Friendships	<ul style="list-style-type: none"> • To resolve a conflict by listening calmly understanding all viewpoints. • To describe occasions when they have been offered/given support and feedback in and how it helped them. • To explain how I can make someone feel welcome. 	
Respectful Relationships	<ul style="list-style-type: none"> • To explain what bullying is and how to stand up for what is right. • To understand what being respectful is. 	

	<ul style="list-style-type: none"> To resolve a conflict by listening calmly understanding all viewpoints. 	
Online Relationships	<ul style="list-style-type: none"> To recognise unhealthy online relationships. 	
Mental Health Wellbeing	<ul style="list-style-type: none"> To understand the importance of mental wellbeing. To recognise how to look after our own mental health. To understand when others are suffering with mental health. To recognise ways in which I can improve my mental health. To be able to have a discussion about mental health. 	
Being Safe	<ul style="list-style-type: none"> To understand that it is not ok for other people to make my community feel unsafe. To discuss the importance of boundaries relating to physical contact. To create a set of rules to help keep safe around unfamiliar substances. 	
Year 3	Year 3	Year 3
Families and Carers	<ul style="list-style-type: none"> To discuss the different relationships you have and what makes them different. (family, friends, teachers) 	
Caring Friendships	<ul style="list-style-type: none"> To understand what constitutes being a good friend. To explain the difference between being rude and bullying. To identify how negative actions, language and behaviour can affect someone. How can you help? To develop the skills of showing empathy towards different situations. 	

Respectful Relationships	<ul style="list-style-type: none"> To identify how negative actions, language and behaviour can affect someone. How can you help? To identify what is meant by the term 'peer pressure' and when someone might experience this. 	
Online Relationships	<ul style="list-style-type: none"> To explore when keeping a secret can be harmful To recognise healthy and unhealthy online relationships. 	
Mental Health Wellbeing	<ul style="list-style-type: none"> To identify the positive consequences of physical exercise, rest and diet. To discuss the potential barriers to a 'balanced lifestyle' and how to overcome these to make informed choices. To identify the difference between mental and physical health and how these are of equal value to a person. 	
Being Safe	<ul style="list-style-type: none"> To identify potential dangers in and out of school and how to stay safe. 	
Year 4	Year 4	Year 4
Families and Carers	<ul style="list-style-type: none"> To describe ways in which we are all similar / part of a human family. Explain what contributes to someone's identity. To discuss and empathise with changes such as loss, separation, divorce and bereavement. To understand what belonging is and what we belong too. To recognise family values, 	
Caring Friendships	<ul style="list-style-type: none"> To identify a range of emotions and reflect on how emotions change over time. To discuss the negative impact of using stereotypes to describe people and how this can make someone feel. 	
Respectful Relationships	<ul style="list-style-type: none"> To describe some positive ways of sharing feelings, recognising that this can help manage them. 	
Online Relationships	<ul style="list-style-type: none"> To describe some positive ways of sharing feelings, recognising that this can help manage them. 	

	<ul style="list-style-type: none"> To reflect on how some shops and TV advertisements stereotype girls and boys. 	
Mental Health Wellbeing	<ul style="list-style-type: none"> To discuss and share strategies to improve overall wellbeing and the importance of this in life. To explore the difference between physical and mental wellbeing. To recognise the impact of lockdown learning and how important it is maintain a positive attitude. To recognise the importance of mental health and a balanced diet. To explore different ways to ensure positive mental health. 	
Being Safe	<ul style="list-style-type: none"> To identify risks and effects of legal and illegal substances. To identify the role finance plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy) To identify how to keep safe and well when using a mobile phone. 	
Year 5	Year 5	Year 5
Families and Carers	<ul style="list-style-type: none"> To explore rights and responsibilities I have in and out of school. To understand what family and community means. To recognise that there are different types of families. To discuss similarities and differences in families. 	
Caring Friendships	<ul style="list-style-type: none"> To explore the different types of bullying and its impact on others. To identify personal responsibility to challenge bullying. To create strategies to promote inclusion at Monega. To recognise and celebrate strengths in self and others and set goals for self-improvement. 	
Respectful Relationships	<ul style="list-style-type: none"> To explore the importance of keeping personal boundaries and the right to privacy To understand what is considered a respectful relationship. To recognise the importance of personal boundaries. 	

<p>Online Relationships</p>	<ul style="list-style-type: none"> • To describe some positive ways of sharing feelings, recognising that this can help manage them. • To reflect on how some shops and TV advertisements stereotype girls and boys. • To investigate implications of sharing images online. • To identify how to keep safe and well when using a mobile phone. • To debate the reliability of social media in relation to body image and distorting of reality. 	
<p>Mental Health Wellbeing</p>	<ul style="list-style-type: none"> • To discuss and share strategies to improve overall wellbeing and the importance of this in life. • To explore the difference between physical and mental wellbeing. • To recognise the impact of lockdown learning and how important it is maintain a positive attitude. • To recognise the importance of mental health and a balanced diet. • To explore different ways to ensure positive mental health. • To debate the reliability of social media in relation to body image and distorting of reality. 	
<p>Being Safe</p>	<ul style="list-style-type: none"> • To discuss topical issues relating to personal safety. • To discuss what things can and can't be kept a secret/private and the reasons for this. • To identify risks and effects of legal and illegal substances. • To identify the role finance plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy) • To identify how to keep safe and well when using a mobile phone. 	
<p>Year 6</p>	<p>Year 6</p>	<p>Year 6</p>
<p>Families and Carers</p>	<ul style="list-style-type: none"> • To understand what family and community means. 	

	<ul style="list-style-type: none"> • To recognise that there are different types of families. • To discuss similarities and differences in families. • To explore families similarities and differences. 	
Caring Friendships	<ul style="list-style-type: none"> • To identify ways bullying can be prevented and victims of bullying can be supported. • To empathise with others who are experiencing difficult or challenging feelings. • To empathise with children who are not protected by the law. • To identify situations where someone may experience conflicting emotions and explore positive strategies for managing this effectively 	
Respectful Relationships	<ul style="list-style-type: none"> • To identify situations where someone may experience conflicting emotions and explore positive strategies for managing this effectively • To recognise the impact of bullying behaviour and our responsibility to challenge this. • To evaluate why and how people can make informed decisions about what to eat or drink in different situations. 	
Online Relationships	<ul style="list-style-type: none"> • To describe the influence of media advertising and celebrity culture on health and lifestyle choices. • To explain why and how social media can affect mental health. Why are images digitally enhanced, altered or adapted. How does this affect wellbeing? 	
Mental Health Wellbeing	<ul style="list-style-type: none"> • To create advise about how to manage wellbeing and how to identify if you or someone is struggling. • To reflect on personal experiences and empathise with others. Identify how to seek help. 	

	<ul style="list-style-type: none"> • To analyse the mental and physical impacts of stress. Mental Health Awareness. • To explore how the body repairs itself during sleep and the cause and consequences of sleep deprivation. • To discuss and share strategies to improve overall wellbeing and the importance of this in life. • To explore the difference between physical and mental wellbeing. • To recognise the impact of lockdown learning and how important it is maintain a positive attitude. • To recognise the importance of mental health and a balanced diet. • To explore different ways to ensure positive mental health. • To debate the reliability of social media in relation to body image and distorting of reality. 	
<p style="text-align: center;">Being Safe</p>	<ul style="list-style-type: none"> • To identify the dangers I may face in the real-world and how to protect myself. Knife crime, gangs, online dangers • To identify the dangers I may face in the real-world and how to protect myself. Knife crime, gangs, online dangers • To identify the potential wider impact of drug misuse on families and communities. • (Drugs - including medicines, alcohol and tobacco). 	

Year Group	Content Theme Throughout The Year	Subject
Year 1	Year 1	Year 1
Health Wellbeing	<ul style="list-style-type: none"> • Label human body • To explain the link between body parts and senses • Compare animals to humans • Explain what part of the body is linked to each sense. • Explore patterns between foot and hand size. • STEM/Science Exploration: Which live in our local environment? 	SCIENCE
Year 2	Year 2	Year 2
Being Safe Health Wellbeing	<ul style="list-style-type: none"> • Identify living and non-living things. • identify survival needs of animals • investigate the effect of exercise on our bodies • compare life cycles of animals • explain the importance of hygiene and balanced diet • STEM/Science Exploration: How does exercise affect our bodies? 	
Year 3	Year 3	Year 3
Being Safe Health Wellbeing	<ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Type of enquiry - Classifying <ul style="list-style-type: none"> • Based on the children's own criteria: <ul style="list-style-type: none"> ▪ classify food items (leading to sorting by nutrients) • Pattern seeking <ul style="list-style-type: none"> • Children generate questions for investigation into objective 1 such as: 	SCIENCE

	<ul style="list-style-type: none"> • ■ Do 'healthy' drinks have less sugar? • ■ Does brown bread have more fibre? • Research :- <ul style="list-style-type: none"> • Look at food packaging to identify the amount of nutrients in different food items. • Research which types of food contain which nutrients. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Type of enquiry - • Classifying: - classify animals (leading to sorting by whether or not they have skeletons). • Research :- <ul style="list-style-type: none"> • Generate questions to research about the human skeleton. • STEM/Science Exploration: To find out about different foods. 	
Year 4	Year 4	Year 4
Being Safe Health Wellbeing	<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • STEM/Science Exploration: To investigate how sugar there is in fizzy drinks? 	SCIENCE
Year 5	Year 5	Year 5
Relationships	<ul style="list-style-type: none"> • To compare the gestation periods of different mammals. Type of enquiry Pattern seeking <ul style="list-style-type: none"> • Children generate questions such as: <ul style="list-style-type: none"> • ■ Do larger mammals have longer gestation periods? 	SCIENCE

	<ul style="list-style-type: none"> • ▪ Do larger animals live longer? • ▪ Do smaller animals lay more eggs? • To understand and explain how a human foetus develops. Type of enquiry Research • Pupils explain what is meant by the gestation period and the stages from egg fertilisation to a baby using key scientific terms. • Describe the changes as humans develop to old age. 	
Year 6	Year 6	Year 6
Mental Health Wellbeing	<ul style="list-style-type: none"> • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • Describe the ways in which nutrients and water are transported within animals, including humans. • STEM/Science Exploration: Investigate how and why bodies change with exercise. 	SCIENCE

Year Group	Content Theme Throughout The Year	Subject
Year 1	Year 1	Year 1
<p>Families and Carers Relationships Health Wellbeing Being Safe Caring Friendships</p>	<ul style="list-style-type: none"> Identify people that are special to you Recognise important people in your life Understanding the importance of protecting yourself and others from Covid/class discussions 	RE
Year 2	Year 2	Year 2
<p>Health Wellbeing Families and Carers Relationships Being Safe Caring Friendships</p>	<ul style="list-style-type: none"> How do you live well with family and friends? Discuss living together in the current climate and taking care of other to protect themselves and others from Covid. 5cs, Living together through care, consideration, commitment, cooperation and courtesy. Influence of everyday actions and beliefs, Meanings for religious actions and symbols. 	RE
Year 3	Year 3	Year 3
<p>Relationships Families and Carers Health Wellbeing Caring Friendships</p>	<ul style="list-style-type: none"> What does it mean to say sorry?/understanding others Meaning of story. Why some people may not want to say sorry. Religions and worldviews. Expressing important values. 	RE
Year 4	Year 4	Year 4
Health Wellbeing	<ul style="list-style-type: none"> What makes me the person I am? 	RE

<p>Families and Carers Relationships Being Safe Caring Friendships</p>	<ul style="list-style-type: none"> • Their character • Influences • Religious influence • Special objects • Care • Improving the community • How did Jesus and Buddha make people stop and think? • Stories with meanings. • Stories and events that have made us think. • Jesus' sayings that still make people stop & think. • Buddha and Buddha stories 	
<p>Year 5</p>	<p>Year 5</p>	<p>Year 5</p>
<p>Relationships Caring Friendships Families and Carers Being Safe</p>	<ul style="list-style-type: none"> • Thankfulness Unit • Working with others. • Messages from stories. • Opinions on thankfulness. 	<p>RE</p>
<p>Year 6</p>	<p>Year 6</p>	<p>Year 6</p>
<p>Mental Health Wellbeing Relationships Caring Friendships Families and Carers</p>	<ul style="list-style-type: none"> • What do people believe about life after death? • Life • Different religions believe about the purpose of life. • Life after death • P4C lesson on life and death. 	<p>RE</p>

Year Group	Content Theme Throughout The Year	Subject
KS1-KS2	KS1-KS2 Explored across all year groups	
Mental Health Wellbeing Being Safe	<ul style="list-style-type: none"> • Understanding the importance of having a healthy lifestyle • Exploring mindfulness activities • Expressing yourself through dance • Using different breathing/relaxation techniques • Understand the importance of physical activity and what it does for your mental health • To recognise which foods are considered healthy and how to maintain a healthy lifestyle 	PE

Year Group	Content Theme Throughout The Year	Subject
KS1-KS2	KS1-KS2 Explored across all year groups	
<p>Mental Health Wellbeing Relationships Caring Friendships Families and Carers</p>	<ul style="list-style-type: none"> • Reading and retelling stories and having a clear understanding of characters • To recognise people that are special in our life and how to respect others • To understand consequences of actions and how they may affect others • To relate to other people/characters • To understand the importance of having good relationships and to take part in class discussions • To recognise the value of caring friendships and being part of a loving home • To explore why some characters make good or bad decisions • To explore gender equality in stories • To identify and explore diversity in stories and different cultures • To relate your own experience in your life to characters in books • To understand what might be important to others and why/ understanding how some people might have different values 	English