

Newnham Junior School – Relationship and Health Education Curriculum Map



Being me in my world	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
Theme 1 – Citizenship	Theme 1 –Resolving conflicts	Theme 1 – 5Rs	Theme 1 – Respecting ourselves	Theme 1 –Respectful relationships	Theme 1 – Physical changes
Theme 2 – Empathy	Theme 2 – Anti bullying	Theme 2 – Growth mindset	Theme 2 – Peer pressure	Theme 2 – Dealing with loss and tragedy	Theme 2 – Emotional changes
	Theme 3 – Celebrating differences				
Year 3					
I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help	I can explain the different ways that help me learn and what I need to do to improve.	I can express how being anxious/ scared and unwell feels.	I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I can understand the ways in which male and female bodies are similar and different and can name body parts correctly. I understand that an adult female can carry a baby and that this is part of the life cycle of living creatures.
I can explain why it is important to feel valued.		I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.		I recognise that I will go through changes as I reach different stages of my life and suggest some ideas to cope with these feelings.
	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.				

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Year 4					
I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them.	I can plan and set new goals even after a disappointment.	I can identify feelings of anxiety and fear associated with peer pressure.		
I can explain why being listened to and listening to others is important in my school community.	I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
	I can explain why it is good to accept myself and others for who we are.				

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Year 5					
I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.		I can compare my hopes and dreams with those of young people from different cultures.	I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain different roles that food and substances can play in people's lives and how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.		I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to y friends.
	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.				

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Year 6					
I can explain how my choices can have an impact on people in my immediate community and globally.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.	I can recognise when I need to stand up for myself and my friends in real or online situations and also recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
I can empathise with others in my community and globally and explain how this can influence the choices I make.		I can explain what motivates me to make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	I can explain the feelings I might experience if I lose somebody special and I can identify when people may be experiencing feelings associated with loss. I can offer strategies to help me manage these feelings and situations.	I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.
	I can explain ways in which difference can be a source of conflict or a cause for celebration.				

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SCHOOL-SPECIFIC – EVENTUAL OUTCOMES FOR THE END OF KS2					
To understand my role as a citizen, both of my school and local community and of the wider world. (2. Rule of law, Democracy, Individual Liberty)	To be able to show empathy when resolving conflicts. (1. Respectful relationships)	To understand and implement the 5 Rs. (1. Respectful relationships, Mental Wellbeing) (2. Rule of law, Individual Liberty)	To have respect for their own body and for their own mental health. (1. Physical health and fitness, healthy eating, drugs alcohol and tobacco, Health and Prevention, Mental Wellbeing)	To understand different relationships and what friendship and love entails (1. Internet safety and harms, Families and People who care for me, Caring Friendships, Respectful relationships)	To understand why people physically change and what these physical changes are. (1. Changing Adolescent bodies, Physical Health and Fitness)
To have empathy and understanding of how their action affect others (1. Caring friendships, respectful relationships.)	To be able to recognise and deal with bullying and understand it might occur. (1. Online relationships, Being Safe, Internet safety and harms, Respectful Relationships)	To understand that dreams and goals are achievable through hard work (1. Mental Wellbeing, Respectful relationships) (2. Individual Liberty)	To understand what peer pressure is and have strategies to resist it. (2. Respectful relationships, Mental Wellbeing) (2. Individual Liberty, Respect and Tolerance)	To have empathy for people who have experienced loss or tragedy and have strategies to deal with loss/tragedy (1. Caring friendships, Mental Wellbeing)	To understand how the changes will affect their emotions and know strategies to deal with this (1. Mental Wellbeing, Respectful Relationships)
	To be able to celebrate differences but understand why they can cause conflict. (2. Respect and Tolerance) (1. Respectful relationships)				
Other learning – linked to whole school outcomes					
<ul style="list-style-type: none"> ➤ PSHCE assemblies every 2 weeks – ➤ E-safety message based on current issues and how to report. ➤ Children’s choice – add own issues to suggestion box. ➤ Any reported issues in school – e.g. LGBT ➤ Current news/local and national issues (2) ➤ Start of unit launch assembly at the start of each half term ➤ Drug and alcohol education in Life education bus. ➤ E-safety Life bus session. 			<ul style="list-style-type: none"> ➤ Children’s mental health week. ➤ Anti-bullying week. ➤ Safe travel initiatives – The big pedal, working towards STARS accreditation. ➤ Elections/referendums held in school to mirror what is happening in public life. ➤ Pedestrian training year 3 and road safety assemblies. ➤ Year 6 – Junior citizen ➤ Foodbank collection and charity fundraising on current issues. ➤ E-safety information sent home regularly to parents and updated on Frog 		

Document references:

1. *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. DfE Statutory Guidance 2020.
2. *Promoting British Values as Part of SMSC in Schools*. DfE Guidance 2014

Medium term plans cover and build on all the objectives in the new Statutory Guidance