



The Diocese of Coventry  
Multi Academy Trust

**The Curriculum Policy for Relationships and  
Health Education**

St John's C of E Academy

**Written:** March 2025

**Review Date:** March 2027

**Policy review and changes noted 2023:**

-Page 6 – child leadership roles updated

-Page 7 – addition of support provided by MHST, CCT and SEMH+L

**Policy review and changes noted 2025:**

-Page 6 – Year 6 included in receiving First Aid Training

-Page 6 – Year 6 receiving transition to secondary workshop led by MHST

# The Curriculum Policy for Relationships and Education

## VISION STATEMENT

In our school our Christian vision shapes all we do:

### VISION

To be an excellent school, embedded in Christian values that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future

### MISSION STATEMENT

We will provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

### Matthew 5:16

“Let your light shine before others, that they may see your good deeds and glorify your father in heaven.”

### PUPIL VISION

I will shine

## Foundations of St John’s Church of England Academy Relationships and Health Education Policy.

*Mark 10:27* “Jesus looked at them and said, ‘With man this is impossible, but not with God; all things are possible with God.’

As a Church of England primary school, St John’s Church of England Academy upholds the vision for the education of every child and their family in our community. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community.

**Educating for wisdom, knowledge and skills:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

**Educating for hope and aspiration:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

**Educating for community and living well together:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

**Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

## **Relationships and Health Education Vision**

All pupils are entitled to a broad and balanced curriculum regardless of race, gender, religion or ability and we are committed to the development of the whole child. At St John's Church of England Academy, our Relationships and Health Education curriculum delivers high quality education which will inspire children, support children and equip children with skills that will stay with them throughout their lives. Our RHE curriculum explores 6 different strands which cover key concepts, skills and knowledge that are grown and built upon throughout their school life. Through the school value of **Identity** children explore their own successes, achievements, health and wellbeing, they will learn and master key skills to overcome fears, show respect and embrace challenges. Self-regulation of their learning will be promoted throughout. Through their growing knowledge and understanding themselves and others around them, children will develop the skills and knowledge to participate effectively in communities and wider society. We will motivate and inspire them through **Teamwork** to find out about their world, recognising the roles they play and the roles of others, so that they can take an active part in protecting this world as they grow up. Furthermore, as we look to the future and communities through our value of **Stewardship**, we will instil in children a sense of both social and environmental responsibility, encouraging them to make a positive change, building from local to national to global.

Through our Relationships and Health Education curriculum at St. John's Church of England Academy, we will also embrace and encourage the children's natural curiosity; questioning learners, striving towards **Excellence** with a strong sense of **Character** knowing that we will nurture and strive to inspire children to be inquisitive. Within this curiosity, our value of **Drive** can be demonstrated as children will be given the opportunity for open discussion, questions and safe places to talk.

We recognise that schools support pupils to develop in many diverse aspects of life, and the responsibility of preparing pupils for their adult lives is one that St John's Church of England Academy takes pride in, and assumes with integrity and purpose. This policy outlines the **Intent, Implementation and Impact** of how RHE is taught using a spiral curriculum in our school. The RHE Policy should be read in conjunction with the following policies: RSE, SEND, Drug Education and Safeguarding.

The school policy for RHE reflects the consensus of opinion of the whole teaching staff and has the full agreement of the Governing Body.

### **Intent**

Through our curriculum, our school environment, our school values and ethos and the strength of our relationships, we strive to promote pupils' self-esteem and emotional and physical wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.

Through our curriculum we want our pupils to know and understand what constitutes a healthy lifestyle and develop a growing awareness of a broad range of safety issues.

Pupil voice lies at the heart of our school and the curriculum, and opportunities we offer our pupils mean that pupils grow into independent, active and responsible members of our school community playing an active part in decision making. In order to flourish, thrive and develop into happy adults who contribute effectively to society, pupils at St John's Church of England Academy develop their personalities and behaviour through the specific focus on important values that enable them to reflect, learn, behave with integrity and work consistently well with others. With these skills, combined with the development of responsibility and resilience, pupils are then able to draw upon their understanding in order to engage and excel in the ever-changing world in which they live both now and in the future.

## **Implementation**

At St John's Church of England Academy the emphasis placed on both RHE and RSE blends seamlessly into everyday school life in order to maximise the impact of acquiring essential knowledge. Using a combination of the following ensures that all elements of the RHE framework receive appropriate focus and emphasis:

**School Values:** The school values (created collaboratively using pupil/parent/school perspectives) focus on the acquisition of key qualities that ensure pupils are able to meet St John's Church of England Academy's RHE Vision. The level and depth of pupils' understanding of individual values progresses and deepens as they themselves mature during their journey through school. Positive Relationships are central to St John's Church of England Academy's values which are:

- o Identity
- o Drive
- o Character
- o Excellence
- o Teamwork
- o Stewardship

A value is introduced and focussed upon for a half term during a whole school worship at the start of the term and then during subsequent acts of worship throughout that half term. Pupils are rewarded throughout the half term with House Points when they display school values – the emphasis and importance of our school values is evident throughout the school day at St John's Church of England Academy. Our values form part of our weekly Learning Forum, held in each class. Pupils are actively encouraged to make links between their learning, everyday activities, friendships, home life and the values on a daily basis.

**RHE Framework:** St John's Church of England Academy's bespoke RHE Framework was written in conjunction with all school stakeholders, and encompasses the key themes of:

### **Our Safety:**

*2 Thessalonians 3:3*

*But the Lord is faithful, and he will strengthen you and protect you from evil.*

- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Privacy (understanding and maintaining boundaries around their personal privacy, including online)

### **Our Relationships:**

*Matthew 7:12*

*"In everything, therefore, treat people the same way you want them to treat you."*

- Relationships (including different types and in different settings, building relationships, including online)

### **Our Bodies:**

*Gen 1:27*

*And God made man in his image, in the image of God he made him: male and female he made them.*

- A healthy (including physically, emotionally and socially) balances lifestyle (including within relationships, work-life, exercise and rest and lifestyle choices.)

### **Our Community:**

*Matthew 18:20*

*For where two or three are gathered in my name, there am I among them.*

- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)

**Our Future:**

*Jeremiah 29:11*

*For I know the plans I have for you, declares the Lord, plans for welfare, to give you a future and a hope.*

- A balanced lifestyle (including spending and saving and lifestyle choices.)
- Career (including enterprise, employability and economic understanding)

**Our Feelings and Wellbeing:**

*Philippians 4:7*

*And the peace of God, which surpasses all understanding, will guard your hearts and your minds in Jesus Christ.*

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)

**End of Phase Outcomes:**

(See Appendix 1 for larger print versions)

St Johns C of E Academy

RHE Long Term Map



	Our Safety	Our Relationships	Our Bodies	Our Communities	Our Future	Our Feelings and Wellbeing
Foundations	<p><i>"But the Lord is faithful, and he will strengthen you and protect you from evil."</i></p> <p>2 Thessalonians 3:3</p>	<p><i>"In everything, therefore, treat people the same way you want them to treat you."</i></p> <p>Matthew 7:12</p>	<p><i>"And God made man in his image, in the image of God he made him: male and female he made them."</i></p> <p>Genesis 1:27</p>	<p><i>"For where two or three are gathered in my name, there am I among them."</i></p> <p>Matthew 18:20</p>	<p><i>"For I know the plans I have for you, declares the Lord, plans for welfare, to give you a future and a hope."</i></p> <p>Jeremiah 29:11</p>	<p><i>"and the peace of God, which surpasses all understanding, will guard your hearts and your mind in Jesus Christ."</i></p> <p>Philippians 4:7</p>
Overview	<p>We will be looking at our behaviours, the behaviours of others, how our actions can affect other people and what we can do to make things better for everyone.</p>	<p>We will be looking at positive, healthy friendships, how to build and keep friendships, how to find help if we feel lonely and the importance of understanding friendships online.</p>	<p>We will be looking at how to have a balanced, healthy lifestyle. How to spot signs of common illness and understand how these can be treated quickly and easily. We will be learning about the importance of dental hygiene and health.</p>	<p>We will be looking at differences and similarities between people. The benefits of living in a community, the different groups within a community and the different communities we belong to. The importance of compassion.</p>	<p>We will be looking at how people budget and how their values impact on their spending. We will look at different ways of spending money and the importance of keeping to a budget. We will also identify negative outcomes from spending on certain money in certain ways.</p>	<p>We will be looking at how to identify our different feelings, how they make us feel and what we can do to help ourselves. We will look at our strengths, value others and learn how to cope with setbacks.</p>

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Our Safety</b> Who can I ask if I need to know something? Who can I go to if I am worried about something or feel unsafe? What can I do to stay safe? What should I do if there is an accident?</p> <p><b>Our Relationships</b> Who is in my family? What does my family do for me? What makes a good friend? How should I treat my friends?</p> <p><b>Our Bodies</b> What things do I need to keep safe and healthy? How have I changed since I was a baby? How are other children similar or different to me? What do we call the different parts of girls' and boys' bodies?</p> <p><b>Our Communities</b> What is a community? Why are we all different? How can I look after other people? How can I look after the wider world? How might my choices affect the environment?</p> <p><b>Our Future</b> What different jobs do people do? What can people do with money?</p> <p><b>Our Feelings and Wellbeing</b> What is bullying and what can I do about it? How do I feel? Who can help me with my feelings?</p>	<p><b>Our Safety</b> How can I stay safe online? What are rules? How can I stay safe in the world around? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</p> <p><b>Our Relationships</b> How can my family help me? How can I help my family? Why might friendships change? How can I be a good friend? How do I communicate safely online?</p> <p><b>Our Bodies</b> What healthy or unhealthy choices do I make? What is a habit? What are good habits for looking after my growing body? How and why is it important to use medicines safely? How can I look after my dental health?</p> <p><b>Our Communities</b> What are laws? What is my role in a community? How can I treat others respectfully and why? How can communities help?</p> <p><b>Our Future</b> What skills can help me in a job? What might I like to do when I am older? What is a budget?</p> <p><b>Our Feelings and Wellbeing</b> How do I know if I am being bullied and what can I do about it? What makes good and bad feeling? How can I tell how other people are feeling? How am I unique? How can I overcome challenges?</p>	<p><b>Our Safety</b> How can I say 'no' to someone without hurting their feelings? Who can I talk to if I am worried or concerned? How should I respond to an emergency? What should I do if someone is injured?</p> <p><b>Our Relationships</b> How can we make others feel included? What are the important relationships in my life? How can I overcome challenges in friendships? What is love? How do we show love to one another?</p> <p><b>Our Bodies</b> What health routines can I do to look after myself? What is puberty? Does everyone go through it? What changes happen during puberty to boys and girls? How can I look after my body now I am going through puberty? How can girls manage periods (menstruation)? How will my body change as I get older? What kinds of feelings come with puberty?</p> <p><b>Our Communities</b> Why should we treat everyone equally? How can I be a positive role model? How can I show respect to others? What is prejudice? What is discrimination? What can I do to look after the environment?</p> <p><b>Our Future</b> What career might I like? What is value for money?</p> <p><b>Our Feelings and Wellbeing</b> How can I help my mental health? How can I manage my feelings? Who can help me with my mental health? Why is mental health important? How do I feel about moving to secondary school? How can I manage change?</p>

- School Council:** The School Council at St John's Church of England Academy is made up of pupils from Year Groups 1-6 with two pupils from each year group. The pupils are selected through a democratic process where the pupils put themselves forward as candidates and are then voted for by their peers. The School Council is a vehicle for pupil voice and provides a platform where this can be expressed in a meaningful and structured way to ensure that the opinions, views and ideas of all pupils can have an impact on decisions made in school. The school Council also co-ordinates fund-raising activities in school.
- Positions of Responsibility:** At the start of each academic year pupils are encouraged to apply for the many roles and responsibilities on offer. Pupils in Year 6 are encouraged to apply for the important Leadership positions of House Captain and Vice House Captain. Whilst pupils from across the school are encouraged to apply for a wide range of opportunities E.g. Spotlight Team (Worship Group), Computing Technicians, Worship Technicians, Wellbeing Ambassadors, Head Boy and Head Girl, Prayer Garden Team amongst other roles within their class. Pupils can apply for a position of responsibility that reflects their personal interests and allows them to play an active part in the life of their school.
- Curiosity Box:** Used as a discrete means of pupils exploring ideas and concepts they are unsure of or would like to find out more about. These can be addressed individually, whole class or referred to parents as appropriate to the child / children.
- Worry Monster:** Used as a discrete means of children expressing worries or concerns, which can be addressed individually, whole class or referred to parents as appropriate to the child / children.
- Special Awards:** Values Awards are part of the half termly special certificate worship, whereby a child in each class is identified for their demonstration of the current half term's value.
- External Agency Provision:**

  - o Reception pupils are introduced to people who help them, with a visit from the Fire Brigade
  - o Year 4 explore fire safety in the home, delivered by the Fire Service
  - o Year 5 and Year 6 pupils complete a First Aid course
  - o Year 6 pupils access transition to secondary school workshops

MHST practitioner provides a range of workshops for children across the school. These are informed by wellbeing questionnaires completed by all children in the Autumn term.

CCT and SEMH+L support with transition for children who have been identified, this is for both transitions within the school and transition to secondary school for children in Year 6.

- **Whole School Curriculum Themed Days/Weeks:**

- o Anti- Bullying
- o World Mental Health Day
- o Internet Safety
- o Children's Mental Health Week
- o Wellbeing Week
- o Careers Workshop
- o Values celebration days
- o A wide range of fund-raising activities – led predominantly by the School Council or through the bespoke St John's Curriculum topics

### **Extended Curriculum Opportunities**

At St John's Church of England Academy we recognise that the development of the whole child does not stop at 3.30 pm. Through the provision of a wide range of after school clubs, pupils are given the opportunity to develop their personal interests, based on the acquisition of knowledge and skills, in a safe environment. Additionally, Ewe Club, our Breakfast and After School Club facilitates wrap-around care that further enables pupils to embed and put into practice the knowledge and understanding acquired through the implementation of St John's Church of England Academy RHE Policy. The following extra curriculum opportunities further extend pupils' learning of the wider world and relevant issues that focus the pupils' beyond their primary education.

### **Impact**

Pupils at St John's Church of England Academy are confident, polite and considerate to both those familiar to them and those who are not. They have a sound understanding of the meaning and importance of our school, through these developing an understanding of tolerance and respect for all. Gaining essential requirements for effective communication and the development of positive relationships; they leave us well equipped to successfully embrace and enjoy secondary education with a very real view of being an effective, respectful and happy contributor in today's world.

### **Assessing Outcomes in Relationships and Health Education**

Assessing Relationship and Health education is rigorous and focused. Teachers regularly review learning and knowledge within and after lessons and adapt their teaching as a result.

In Reception, all children have a personalised 'Learning Journey' book which is used to record learning from all areas of learning across the year. Teachers use this evidence to ensure that all children are making progress and attaining well. Where children are not meeting expected standards, teachers provide additional support where appropriate.

On entry to Year 1, children begin their discreet learning of Relationships and Health Education. All acquired knowledge, skills and experiences linked to Relationships and Health is recorded in portfolios for each individual class. Furthermore, at the end of each lesson children complete reflections of the learning and skills or exit questions at the end of the lessons to consider the acquired knowledge.

The RHE subject leader completes regular monitoring of attainment and progress through a combination of pupil voice, portfolio monitoring and matching actual outcomes to intended outcomes as identified in the Relationships and Health 'Knowledge, Skills and Vocabulary Routeway' document. From this monitoring, key actions are given to the teacher and are re-visited frequently.

### **Parental right to withdraw a child from RSE aspects of the Year 5 and Year 6 curriculum**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request, the head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. School will document this process and a record of these meetings or conversations kept on CPOMS. The Head teacher will then grant the request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum. There is no right to withdraw from Relationships Health Education. At St John's Church of England Academy the RSE aspect of the RHE curriculum, takes place in the Summer term for Year's 5 and 6 in the Our Bodies unit.

### **The Role of the Governors**

As well as fulfilling their legal obligations, the governors should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Foundation governors and trustees of faith academy trusts will also have wider responsibilities in relation to maintaining and developing the religious ethos of the schools.

### **Working with external agencies and visitors**

External organisations will be involved in the delivery of the curriculum where they will enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

As with any visitor, St John's will check the visitor or visiting organisation's credentials. St John's will also ensure that the teaching delivered by the visitor fits with the planned programme and the school's published policy. St John's staff will endeavour to see the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs). Note: This may not always be possible and in this situation a member of staff will remain present and will intervene where needed to ensure the policy is adhered to.

Visitors will be made aware of safeguarding and confidentiality in any lesson and the school will ensure that the visitor understands how safeguarding reports should be dealt with in line with school policy.

### **Definitions:**

#### **Marriage:**

Church of England definition - Marriage is intended by God to be a creative relationship, as his blessing enables a couple to love and support each other in good times and in bad, and to share in the care and upbringing of children. For Christians, marriage is also an invitation to share life together in the spirit of Jesus Christ. It is based upon a solemn, public, and life-long covenant between two people, declared and celebrated in the presence of God and before witnesses.

Some people get married in a church, some in the registry office and some in hotels and other places. A marriage is a commitment between two people regardless of your religion.

#### **Family:**

A group of one or more parent and their child / children living together as a unit.

The Church of England is committed to working with and supporting the diversity of Britain's households in every community and at national level. We believe the family is an important part of God's plan for a healthy society, at St John's we uphold this view of the Church of England.

**Medicine:**

A treatment or prevention (cream, liquid, or tablet) of a disease, illness, or ailment.

**Drug:**

A drug is a substance which cause a change in a human, either physically or mentally. Medicines are a form of legal drug. They must be taken as prescribed. Illegal drugs can be harmful to the body and mind if taken. They come in many forms, liquid, tablet, powder, gas.

Note: Name of illegal drugs are not to be discussed with children – to be reviewed yearly.

**Areas not currently being explicitly taught:****Lesbian, Gay, Bisexual and Transgender (LGBT)**

Guidance states that: Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum - by the end of Key Stage 4.

St John's currently will not be teaching the aspects which involve LGBT persons. This will be reviewed on a yearly basis, considering any changes to Government Guidance, Local Authority Guidance, MAT Guidance and the demographic of our school.

**Links to supporting documents and guidance:****Church of England's Vision for Education**

[https://cofe.foundation.contentfiles.net/media/assets/file/Church\\_of\\_England\\_Vision\\_for\\_Education\\_-\\_2016\\_jdYA7EO.pdf](https://cofe.foundation.contentfiles.net/media/assets/file/Church_of_England_Vision_for_Education_-_2016_jdYA7EO.pdf)

**Understanding Relationships and Health Education - a guide for primary school parents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/907638/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf)

**Relationships Education, Relationships and Sex Education and Health Education guidance**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

**Equality Act Advice Final.pdf**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

**Science programmes of study: key stages 1 and 2**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425618/PRIMARY\\_national\\_curriculum\\_-\\_Science.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf)

**PSHE Association**

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

**Parental Engagement on Relationships Education**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/884450/Parental\\_engagement\\_on\\_relationships\\_education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/884450/Parental_engagement_on_relationships_education.pdf)

**The Church of England**

<https://www.churchofengland.org/>

Appendix 1:



St. John's of E Academy

RHE Long Term Map

	Our Safety	Our Relationships	Our Bodies	Our Communities	Our Future	Our Feelings and Wellbeing
Foundations	<p>"But the Lord is faithful, and he will strengthen you and protect you from evil." 2 Thessalonians 3:3</p>	<p>"In everything, therefore, treat people the same way you want them to treat you." Matthew 7:12</p>	<p>"And God made man in his image, in the image of God he made him: male and female he made them." Genesis 1:27</p>	<p>"For where two or three are gathered in my name, there am I among them." Matthew 18:20</p>	<p>"For I know the plans I have for you, declares the Lord, plans for welfare, to give you a future and a hope." Jeremiah 29:11</p>	<p>"and the peace of God, which surpasses all understanding, will guard your hearts and your mind in Jesus Christ." Philippians 4:7</p>
Overview	<p>We will be looking at our behaviours, the behaviours of others, how our actions can affect other people and what we can do to make things better for everyone.</p>	<p>We will be looking at positive, healthy friendships, how to build and keep friendships, how to find help if we feel lonely and the importance of understanding friendships online.</p>	<p>We will be looking at how to have a balanced, healthy lifestyle. How to spot signs of common illness and understand how these can be treated quickly and easily. We will be learning about the importance of dental hygiene and health.</p>	<p>We will be looking at differences and similarities between people. The benefits of living in a community, the different groups within a community and the different communities we belong to. The importance of compassion.</p>	<p>We will be looking at how people budget and how their values impact on their spending. We will look at different ways of spending money and the importance of keeping to a budget. We will also identify negative outcomes from spending on certain money in certain ways.</p>	<p>We will be looking at how to identify our different feelings, how they make us feel and what we can do to help ourselves. We will look at our strengths, value others and learn how to cope with setbacks.</p>

RHE Curriculum Map – End of Key Stage

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Our Safety</b>                      Who can I ask if I need to know something?                      Who can I go to if I am worried about something or feel unsafe?                      What can I do to stay safe?                      What should I do if there is an accident?</p> <p><b>Our Relationships</b>                      Who is in my family?                      What does my family do for me?                      What makes a good friend?                      How should I treat my friends?</p> <p><b>Our Bodies</b>                      What things do I need to keep safe and healthy?                      How have I changed since I was a baby?                      How are other children similar or different to me?                      What do we call the different parts of girls' and boys' bodies?</p> <p><b>Our Communities</b>                      What is a community?                      Why are we all different?                      How can I look after other people?                      How can I look after the wider world?                      How might my choices affect the environment?</p> <p><b>Our Future</b>                      What different jobs do people do?                      What can people do with money?</p> <p><b>Our Feelings and Wellbeing</b>                      What is bullying and what can I do about it?                      How do I feel?                      Who can help me with my feelings?</p>	<p><b>Our Safety</b>                      How can I stay safe online?                      What are rules?                      How can I stay safe in the world around?                      What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</p> <p><b>Our Relationships</b>                      How can my family help me?                      How can I help my family?                      Why might friendships change?                      How can I be a good friend?                      How do I communicate safely online?</p> <p><b>Our Bodies</b>                      What healthy or unhealthy choices do I make?                      What is a habit?                      What are good habits for looking after my growing body?                      How and why is it important to use medicines safely?                      How can I look after my dental health?</p> <p><b>Our Communities</b>                      What are laws?                      What is my role in a community?                      How can I treat others respectfully and why?                      How can communities help?</p> <p><b>Our Future</b>                      What skills can help me in a job?                      What might I like to do when I am older?                      What is a budget?</p> <p><b>Our Feelings and Wellbeing</b>                      How do I know if I am being bullied and what can I do about it?                      What makes good and bad feeling?                      How can I tell how other people are feeling?                      How am I unique?                      How can I overcome challenges?</p>	<p><b>Our Safety</b>                      How can I say 'no' to someone without hurting their feelings?                      Who can I talk to if I am worried or concerned?                      How should I respond to an emergency?                      What should I do if someone is injured?</p> <p><b>Our Relationships</b>                      How can we make others feel included?                      What are the important relationships in my life?                      How can I overcome challenges in friendships?                      What is love?                      How do we show love to one another?</p> <p><b>Our Bodies</b>                      What health routines can I do to look after myself?                      What is puberty?                      Does everyone go through it?                      What changes happen during puberty to boys and girls?                      How can I look after my body now I am going through puberty?                      How can girls manage periods (menstruation)?                      How will my body change as I get older?                      What kinds of feelings come with puberty?</p> <p><b>Our Communities</b>                      Why should we treat everyone equally?                      How can I be a positive role model?                      How can I show respect to others?                      What is prejudice?                      What is discrimination?                      What can I do to look after the environment?</p> <p><b>Our Future</b>                      What career might I like?                      What is value for money?</p> <p><b>Our Feelings and Wellbeing</b>                      How can I help my mental health?                      How can I manage my feelings?                      Who can help me with my mental health?                      Why is mental health important?                      How do I feel about moving to secondary school?                      How can I manage change?</p>