# South Ossett Infants' Academy

## Relationship and Health Education, Personal, Health, Social and Economic Education

## Progression

## Our Vision

To engage children in the challenges of life with a positive attitude of confidence, self-respect and respect for others and to forge ahead regardless of difficulties experienced.

## Our Values

## Appendix 1: Curriculum map

**Programme, content, vocabulary and Progression in RHE/PHSE in KS1**

Early Years – Outline

The Foundation Stage Curriculum is not set out in the same way as KS1 – the EY Curriculum is intended to be responsive and adapt to the needs and interests of the cohort. The teaching will be delivered by the end of EY but the timing will vary across the terms to suit the children and the topics chosen.

| Possible Topics | Learning | Vocabulary |
|---|---|---|
| All About Me<br><br>Winter Festivals<br><br>People Who Help Us<br><br>Out and About<br><br>Superheroes | With support from adults I am learning to, or beginning to learn to –<br>• understand my own feelings and those of others<br>• manage my emotions<br>• develop a positive sense of self and independence<br>• set simple goals<br>• have confidence in my own abilities<br>• persevere, developing resilience<br>• wait for what I want<br>• pay attention<br>• know the difference between right and wrong<br>• understand similarities and differences<br>With support from adults I am learning how to, or beginning to learn how to –<br>• look after my body<br>• eat healthily<br>• manage my personal needs<br>• understand and accept similarities and differences between people | Vocabulary used with the children;<br>Children will hear and may begin to use-<br>favourite, best, special, choice, different, compare, appearance, same, comparison<br>neighbourhood, family, brother, sister, mum, dad, 'step', grandparents, carer, family tree, uncle, aunt/auntie, cousins, friend<br>Unique, similarities, differences, features<br>Describe, tall, short, colour, language<br>Change, time, identify, notice, young, old, related, celebrate, individuals, community, comparison, special, people, important, care, safe, worried, scared, help, helper, rules, safe, unsafe<br>important, differences, similarities, happy, special, superhero<br>health, healthy choices, growing, adults, babies, change, older, growing up, jobs |

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|---|---|---|
| | With support from adults when working and playing with other children I am learning how to, or beginning to learn how to –<br>• understand the reason for rules<br>• make good friendships<br>• co-operate and resolve conflicts peaceably<br>• understand and accept similarities and differences in friendships | |

Year One - Outline

| Topic | Term | Overview of Contents |
|---|---|---|
| Healthy and happy friendships | Autumn T1a | Forming friendships and how kind or unkind behaviours impact other people. |
| Similarities and differences | Autumn T1b | Similarities and differences between people and how to respect and celebrate these. |
| Caring and responsibility | Spring T2a | Identifying who our special people are and how they keep us safe. |
| Families and committed relationships | Spring T2b | What a family is (including difference and diversity between families), and why families are important and special. |
| Healthy bodies, healthy minds | Summer T3a | Our bodies and the amazing things they can do. Learning the correct names for different body parts. |
| Coping with change | Summer T3b | Growing from young to old and how we have changed since we were born. |

| Topic | Theme | Video | Vocabulary – revisiting that in Foundation Stage and embedding/extending with: | Lessons |
|---|---|---|---|---|
| Healthy and happy friendships | Making friends and getting along | A new school | friend, friendly, kind, unkind, welcoming, happy, sad, share | 1. Friends<br>2. Kindness<br>3. Getting along, sharing and turn taking |

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|---|---|---|---|---|
| Similarities and differences | Recognising strengths and respecting differences | What makes us special | similarity, difference, special, unique, strengths, abilities | 1. I am special<br>2. Who I am makes me unique<br>3. We don't all feel the same way |
| Caring and responsibility | Our special people | A special person trophy | special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe | 1. My special people<br>2. How our special people care for us<br>3. Keeping safe |
| Families and Committed Relationships | The Importance of Family | My Family | family, important, differences, similarities, happy, special, superhero | 1. My family<br>2. Our families<br>3. Superhero families! |
| Healthy Minds, Healthy Bodies | Amazing bodies | Our Bodies | body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices | 1. My amazing body<br>2. Private body parts (introducing correct terminology)<br>3. Looking after our bodies |
| Coping with Change | Growing and changing | How I have changed | growing, adults, babies, change, older, growing up, jobs, future | 1. Animal babies<br>2. How have we changed?<br>3. A future me |

Year Two - outline

| Topic | Term | Overview of Contents |
|---|---|---|
| Healthy and happy friendships | Autumn T1a | Understanding what makes a happy friendship. Understanding personal boundaries and safe/unsafe situations. |
| Similarities and differences | Autumn T1b | Exploring different strengths and abilities. Understanding and challenging stereotypes. |
| Caring and responsibility | Spring T2a | The different communities and groups we belong to and how we help and support one another through these. |
| Families and committed relationships | Spring T2b | The different types of family members and how families vary. |
| Healthy bodies, healthy minds | Summer T3a | Ways to stay healthy, including safe and unsafe use of household products and medicines. |
| Coping with change | Summer T3b | Exploring how our bodies and needs change as we grow older. Aspirations and goal setting. |

| Topic | Theme | Video | Vocabulary– revisiting that in Foundation Stage plus Year One and embedding/extending with: | Lessons |
|---|---|---|---|---|

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|---|---|---|---|---|
| Healthy and happy friendships | What makes a happy friendship? | Friends at first | happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust | 1. What makes a happy friendship?<br>2. Personal boundaries<br>3. Worries |
| Similarities and differences | Strengths, abilities and stereotypes | What can you tell? | strengths, abilities, gender, stereotype, qualities | 1. My strengths and abilities<br>2. Stereotypes<br>3. Whose job? |
| Caring and responsibility | Special people in our communities | My community | community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect | 1. Community helpers<br>2. When we need help<br>3. Our communities and groups |
| Families and Committed Relationships | The diversity of families | Different families | family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions | 1. Who is in a family?<br>2. A happy family<br>3. Families of all kinds |
| Healthy Minds, Healthy Bodies | Staying safe and healthy | Where would you go for help? | healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind | 1. Healthy feelings<br>2. Staying safe at home<br>3. Feeling poorly |
| Coping with Change | Growing up and setting goals | Three generations | growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future, likes, dislikes, change, future | 1. When I am older<br>2. Looking at the changes ahead<br>3. Goals |

**Appendix 2: By the end of primary school pupils should know.**

(**Our children leave South Ossett Infants' at the end of Year Two**, at which point they have four more years of primary school. In our Early Years and Key Stage One teaching, we will cover these to the extent outlined in the curriculum map. They will not have covered all of these, or covered them fully, as these are statements for children leaving primary school at **11 years old**.)

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Families and people who care about me | That families are important for children growing up because they can give love, security and stability<br>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives<br>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up<br>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | How important friendships are in making us feel happy and secure, and how people choose and make friends<br>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right<br>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.<br>Practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>The conventions of courtesy and manners<br>The importance of self-respect and how this links to their own happiness<br>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.<br>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>The importance of permission-seeking and giving in relationships with friends, peers and adults |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Online relationships | That people sometimes behave differently online, including by pretending to be someone they are not<br>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>How information and data is shared and used online |
| Being safe | What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>How to recognise and report feelings of being unsafe or feeling bad about any adult<br>How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>Where to get advice e.g. family, school and/or other sources |

## Appendix 3

Church Assemblies

| YEAR 1: THE OLD TESTAMENT (2022-23) | | | |
|---|---|---|---|
| **Week** | **Person** | **Theme** | **Scripture** |
| **Autumn 1** | | | |
| **8 Sept** | | ***School Assembly*** | |
| **15 Sept** | Diane | God Creates the World | Genesis 1-2 |
| **22 Sept** | | ***School Assembly*** | |
| **29 Sept** | Steve | The Fall | Genesis 3 |
| **6 Oct** | | ***School Assembly*** | |
| **13 Oct** | Steve | The Flood | Genesis 6-9 |
| **20 Oct** | | ***School Assembly*** | |
| **Autumn 2** | | | |
| **3 Nov** | | ***School Assembly*** | |
| **10 Nov** | Diane | The Tall Tower | Genesis 11 |
| **17 Nov** | | ***School Assembly*** | |
| **24 Nov** | Steve | God's Friend | Genesis 12-21 |
| **1 Dec** | | ***School Assembly*** | |
| **8 Dec** | Diane | Joseph the Dreamer | Genesis 37-46 |
| **15 Dec** | | ***School Assembly*** | |
| **Spring 1** | | | |
| **5 Jan** | | ***School Assembly*** | |
| **12 Jan** | Diane | The Secret Baby | Exodus 1-2 |
| **19 Jan** | | ***School Assembly*** | |
| **26 Jan** | Steve | The Burning Bush | Exodus 3-4 |
| **2 Feb** | | ***School Assembly*** | |
| **9 Feb** | Steve | The Great Escape | Exodus 7-14 |
| **Spring 2** | | | |
| **23 Feb** | | ***School Assembly*** | |
| **2 Mar** | Diane | A Long Journey | Exodus 16-40 |
| **9 Mar** | | ***School Assembly*** | |
| **16 Mar** | Steve | The Ten Commandments | Exodus 20 |
| **23 Mar** | | ***School Assembly*** | |

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|---|---|---|---|
| **30 Mar** | Diane | The Promised Land | Joshua 6 |
| **Summer 1** | | | |
| **20 Apr** | | ***School Assembly*** | |
| **27 Apr** | Diane | The Shepherd King | 1 Samuel 16 |
| **4 May** | | ***School Assembly*** | |
| **11 May** | Steve | David the Giant-Killer | 1 Samuel 17 |
| **17/18 May** | | ***School Assembly*** | |
| **25 May** | Steve | The God Contest | 1 Kings 18 |
| **Summer 2** | | | |
| **8 June** | | ***School Assembly*** | |
| **15 June** | TBC | A New King is Promised | Isaiah 9, 11, 40, 50, 53, 55, 60 |
| **22 June** | | ***School Assembly*** | |
| **29 June** | TBC | Daniel and the Lions | Daniel 6 |
| **6 July** | | ***School Assembly*** | |
| **13 July** | TBC | Returning and Rebuilding | Nehemiah 1-4 |
| **20 July** | | ***School Assembly*** | |

| **YEAR 2: THE NEW TESTAMENT (2023-24)** | | | |
|---|---|---|---|
| **Week** | **Person** | **Theme** | **Scripture** |
| **Autumn 1** | | | |
| **6/7 Sept** | | ***School Assembly*** | |
| **13/14 Sept** | TBC | The Birth of Jesus | Matthew 1, Luke 1-2 |
| **20/21 Sept** | | ***School Assembly*** | |
| **27/28 Sept** | TBC | The Wise Men | Matthew 2 |
| **4/5 Oct** | | ***School Assembly*** | |
| **11/12 Oct** | TBC | The Boy in the Temple | Luke 2 |
| **18/19 Oct** | | ***School Assembly*** | |
| **25/26 Oct** | TBC | John Baptises Jesus | Matt. 3, Mark 1, Luke 3, John 1 |
| **Autumn 2** | | | |
| **8/9 Nov** | | ***School Assembly*** | |
| **15/16 Nov** | TBC | Jesus' Special Friends | Luke 5 |
| **22/23 Nov** | | ***School Assembly*** | |
| **29/30 Nov** | TBC | God's Kingdom is Here! | Matthew 5-7 |

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|---|---|---|---|
| **6/7 Dec** | | ***School Assembly*** | |
| **13/14 Dec** | TBC | Down Through the Roof | Mark 2, Luke 5 |
| **20/21 Dec** | | ***School Assembly*** | |
| **Spring 1** | | | |
| **10/11 Jan** | | ***School Assembly*** | |
| **17/18 Jan** | TBC | The Captain of the Storm | Matthew 8, Mark 4, Luke 8 |
| **24/25 Jan** | | ***School Assembly*** | |
| **31 Jan/1 Feb** | TBC | Jesus Feeds Five Thousand | Matt. 14, Mark 6, Luke 9, John 6 |
| **8/9 Feb** | | ***School Assembly*** | |
| **Spring 2** | | | |
| **21/22 Feb** | TBC | Lost and Found | Luke 15 |
| **28/29 Feb** | | ***School Assembly*** | |
| **6/7 Mar** | TBC | Hooray for the King! | Matt. 21, Mk. 11, Lk. 19, John 12 |
| **13/14 Mar** | | ***School Assembly*** | |
| **20/21 Mar** | IN CHURCH | THE EASTER STORY | Mark 14-16 |
| **Summer 1** | | | |
| **10/11 Apr** | | ***School Assembly*** | |
| **17/18 Apr** | TBC | Jesus Goes Home | Luke 24, Acts 1 |
| **24/25 Apr** | | ***School Assembly*** | |
| **1/2 May** | TBC | The Helper Arrives | Acts 2 |
| **8/9 May** | | ***School Assembly*** | |
| **15/16 May** | TBC | Jesus' Work Continues | Acts 3 |
| **22/23 May** | | ***School Assembly*** | |
| **Summer 2** | | | |
| **5/6 June** | | ***School Assembly*** | |
| **12/13 June** | TBC | Paul: A Life Transformed | Acts 6-9, 12-28 |
| **19/20 June** | | ***School Assembly*** | |
| **26/27 June** | TBC | What It Means to Be Church | 1 Corinthians 12 |
| **3/4 July** | | ***School Assembly*** | |
| **10/11 July** | TBC | A Vision of the New Creation | Revelation 21-22 |
| **17/18 July** | | ***School Assembly*** | |

SEALS Themes –

| Theme number<br>**Time of year** | **Theme title (Assembly and associated curriculum work)** | Key SEAL domain addressed |
|---|---|---|
| Autumn term<br>September/ October | New Beginnings | Empathy<br>Self-motivation<br>Self-awareness<br>Social skills |
| Autumn term<br>November/December | Getting on and falling out | Managing feelings<br>Empathy<br>Social skills |
| Spring term<br>January/February | Going for goals | Motivation<br>Self -awareness |
| Spring term<br>February/March | Good to be me | Self-awareness<br>Managing feelings<br>Empathy |
| Spring term<br>March/April/May | Relationships | Self-motivation<br>Managing feelings<br>Empathy |
| 7) Summer term<br>June/July | Changes | Motivation<br>Social skills<br>Managing feelings |

See also the Science and RE curriculum documents