



Forest Way School

RHE WCM KS1 – Year 1 of rolling programme Relationship, Physical and Mental Health Education

	Autumn 1 2022	Autumn 2 2022	Spring 1 2023	Spring 2 2023	Summer 1 2023	Summer 2 2023
<p>Relationship and Health Ed Rolling Programme year 2</p> <p>Red = former separate PSHE curriculum</p>	<p>My Friends & Family</p> <p>Intent: To learn about their family and friends Implementation: <i>Who cares for us- friends and family. Being a good friend. Turn taking and rules. How we are similar and different. Having fun, loving and being loved. Appropriate touch, greetings, who can we touch?</i> That families are important for children growing up because they can give love, security and stability. • 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. how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties Impact: Children will have a deeper understanding of the relationships with their family and friends</p>	<p>Sharing</p> <p>Intent: To understand how to share and why it is important Implementation: <i>Being a good friend, turn taking, rules.</i> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. Impact: That children will begin to be able to take part in turn taking in one or a range of situations.</p>	<p>Us: Same/Different/ Similar</p> <p>Intent: To begin to recognise the things they have in common with others and ways they are different. Implementation: <i>How we are similar and different. What we are good at.</i> 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. Impact: Children begin to recognise things about themselves and may be able to compare themselves to others.</p>	<p>Online Rules</p> <p>Intent: To learn the rules that will keep them safe online Implementation: <i>includes PSHE People who help us topic. Staying safe around others, E-safety, people in the community.</i> The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Impact: Children begin to become familiar with basic online safety rules.</p>	<p>Me and my body</p> <p>Intent: To explore the ownership of their body, how to care for it and how to behave appropriately with themselves and others. Implementation: <i>Appropriate touch, greetings, who can we touch? Who cares for us? How are we the same/different?</i> That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Health and hygiene (science link) Impact: Children become more aware of their own bodies. They are exposed to ideas of appropriate behaviour towards others (touch).</p>	<p>What My Body Needs</p> <p>Intent: To continue from last half term about how to look after their bodies. Implementation: <i>Healthy food choices, staying active, keeping clean and healthy teeth, self help skills and staying safe, having fun and being loved, visiting the doctor.</i> The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. What constitutes a healthy diet (including understanding calories and other nutritional content) Impact: To begin to understand the characteristics of living a healthy life.</p>



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<p>Physical and Mental Health</p>	<p>Sharing Feelings</p> <p>Intent: To begin to be able to recognise and express emotions appropriately</p> <p>Implementation:</p> <ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate <p>Socially acceptable behaviour, rules, sharing</p> <p>Impact: Pupils have a greater awareness of their emotions and can express them appropriately (This is also likely to be an EHCP target for many of our pupils)</p>	<p>Likes/Dislikes, Food and Drink</p> <p>Intent: To have opinions and make choices about foods and drink. To link this with healthy eating where possible.</p> <p>Implementation: what constitutes a healthy diet. What do you like? How do they correlate? What don't you like? How can these preferences be expressed?</p> <p>Impact: Pupils are able to begin to make choices, some of which may be linked to healthy eating</p>	<p>Spots, Itches and Tummy Ache</p> <p>Intent: To begin to recognise feeling unwell and how to communicate this</p> <p>Implementation: Explore feeling unwell. What might you see, feel, hear, etc? Link to personal experiences where possible making links to their own lives. How and when to seek support including which adults to speak to in school if they are worried about their health. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. More able - the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</p> <p>Understanding and visiting the doctor. Naming body parts.</p> <p>Impact: Pupils begin to have awareness of their bodies and know who to communicate with if they feel unwell or have health concerns.</p>	<p>Online Rules</p> <p>Intent: To begin to learn the rules about staying safe online</p> <p>Implementation: how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Impact: Pupils begin to understand the rules around staying safe online</p>	<p>My Community</p> <p>Intent: To recognise their community and their place within it</p> <p>Implementation: isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Socially acceptable behaviour, rules, bullying, sharing. How we are similar/different. Being a good friend. Taking turns. E-safety. People in the community.</p> <p>Impact: Pupils begin to recognise elements of their community and their place within it</p>	<p>Quick Think Fitness</p> <p>Intent: To begin to recognise the importance of fitness and how to build this into daily life</p> <p>Implementation: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity) <p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>Impact: Pupils access regular, easily accessible exercise and begin to know that this helps them to be healthy (mental and physical).</p>
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