



# NORTHSIDE RSHE Curriculum Overview 2024-2025

## Respect, Pride, Inclusion, Challenge, Creativity, Resilience

	2 Year old Nursery	3 Year Old Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
AUTUMN: RELATIONSHIPS	Knowledge									
	Respecting ourselves and others	Understand turn taking	Know why rules are important	Know what poor behaviour is.	-Recognise kind and unkind behaviour. -Define respect -Identify how to show politeness, sharing and taking turns	Understand the terms differences and similarities.	-Identify the ways in which people show respect and courtesy in different cultures and in wider society	Know the terms gender, race, faith	-Know that everyone should be treated equally -Identify what discrimination means and different types of discrimination -Identify online bullying and discrimination -Identify ways to safely challenge discrimination, including reporting discrimination online	Know how to listen to and respect other points of view
	Skills									
	Respecting ourselves and others	- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.  <b>I can share</b> <i>Karen Katz</i>	-Remember rules without needing an adult to remind them -Talk with others to solve conflicts -Listen to others and follow simple instructions -Respect others by giving a turn to my peers and sharing ideas/resources  <b>The Squirrels That Squabbled</b> <i>Rachel Bright</i>	-Show sensitivity to their needs and the needs of others -Explain the reasons for rules and know right from wrong -Show resilience and perseverance when faced with a challenge  <b>How should I behave?</b> <i>Mick Manning</i>	-Identify links between Rights of a Child and class rules  <b>Share and take turns, Be polite and kind</b> <i>Cheri Meiners</i>	- Identify similarities and things we have in common with our friends, classmates, and other people -Recognise how to play and work cooperatively in different groups and situations -Share ideas and listen to others, take part in discussions, and give reasons for views	-Recognise and model respectful behaviour in different situations -Recognise the importance of self-respect and the right to be treated respectfully by others  <b>Giraffes Can't Dance</b> <i>Giles Andreae</i>	-Recognise differences between people such as gender, race, faith - Recognise and identify the importance of what they have in common with others e.g. shared values, aspirations  <b>In Every House in Every Street</b> <i>Jess Hitchman</i>	-Understand the importance to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  <b>We're all Wonders</b> <i>R.J Palacio</i>	-Identify how to constructively challenge points of view they disagree with -Participate effectively in discussions online and manage conflict or disagreements  <b>What Are You Staring At?</b> <i>Pefe Wallis and Joseph Wilkins</i>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

						<b>No Difference Between Us Jayneen Sanders</b>				
	Knowledge									
<b>AUTUMN: RELATIONSHIPS</b>	<b>Families and Friendships</b>	Know who their family members are	Know what special times or events are	Know what an immediate family is and who is in theirs. -Know what a community is	- Recognise people who care for them -Understand the term difference and similarities	- Recognise how to be a good friend	-Recognise different ways that people can care for each other -Identify what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Understand what respect is To know what digital devices are -Know how to communicate respectfully with friends when using digital devices	-Know what the term influence mean. -Recognise that friendships can change over time and the benefits of having new and different types of friends -Know what peer influence is	- Recognise the difference between gender identity and sexual orientation and everyone's right to be loved -Know what marriage and civil partnership means
	Skills									
		-Make connections between the features of their family and others - Develop friendships with other children	-Describe special times or events for family or friends.  <b>Accept and value each person Cheri Meiners</b>	-Recognise similarities and differences between themselves and others in relation to friends or family. -Talk about member of their immediate family and community -Form positives attachments with adults and friendships with peers  <b>Same but different too Karl Newson and Kate Hindley</b>	-Demonstrate the role different people play in their lives -Identify and respect the differences and similarities between families. -Understand the importance of telling someone that you are worried about something.  <b>Under the Love Umbrella Allison Colpoys</b>	- Identify strategies for positive play with friends - Understand what causes arguments between friends and how to positively resolve them -Recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else - Identify causes of arguments <b>How to be a friend Laurie Krasny Brown</b>	-Recognise and respect that there are different types of families - Identify the positive aspects of being part of a family including support, stability and love  <b>The Family Book Todd Parr</b>	-Identify features and strategies to build positive healthy friendships - Identify how to seek support with relationships if they feel lonely or excluded -Identify the risks in communicating with someone they don't know and whom to ask for help  <b>Can I join your club? John Kelly</b>	-Learn strategies to positively resolve disputes and reconcile differences in friendships -Recognise the impact of the need for peer approval in different situations, including online -Identify strategies to manage peer influence -Identify what is peer influence and how it can make people feel or behave  <b>On Sudden Hill Linda Sarah</b>	-Understand what it means to be attracted to someone and different kinds of loving relationships -Recognise ways in which couples show their love and commitment to one another -Recognise the qualities of healthy relationships that help individuals flourish  <b>In our Mothers' House Patricia Polacco</b>
	Knowledge									

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	<b>Safe relationships</b>	Know who their keyworker is	Know who to ask for help -Know the names of different emotions/feelings	-Identify who the safeguarding team are and their role in school.	-Know the names for private parts of the body. Identify different types of touch and associated feelings -Identify how to give/not give permission to touch	- Recognise the difference between happy surprises and secrets - Recognise hurtful behaviour, including online - Recognise what bullying is and different types	- Identify what privacy and personal boundaries are, including online -Identify what to do and whom to tell if they see or experience bullying or hurtful behaviour -Identify basic strategies to help keep themselves safe online	- know what playful teasing, hurtful behaviour and bullying, is - To understand what dares are - Identify how to report concerns if worried or uncomfortable about someone's behaviour, including online - Recognise the difference between 'playful dares' and dares which put someone under pressure or at risk	-Identify when physical touch is acceptable, unacceptable, wanted or unwanted in different situations -Identify whom to tell if they are concerned about unwanted physical contact -Know what good and bad secrets are	Know what the word consent means. -Identify strategies to respond to pressure from friends including online -Know what it means to be pressured by others -Know what healthy and unhealthy relationships are
Skill										
		-Find ways to calm themselves through comfort of their keyworker	-Separate from main carer with support and encouragement from key worker. -Show confidence in asking adults for help. -Identify what is the internet -Express their own feelings	-Learn what is appropriate behaviour. -Build constructive and respectful relationships with others.  <b>I said no! Zach King and Kimberly King</b>	-Recognise that people's bodies and feelings can be hurt. -Identify what it means to keep something private, including parts of the body. -Recognise how to respond to touch that makes them feel uncomfortable  <b>It's my body Lory Freeman</b>	- Identify ways to resist pressure to do something that feels uncomfortable or unsafe - Identify how to ask for help if they feel unsafe or worried and what vocabulary to use -Recognise how someone may feel if they are being bullied  <b>No more secrets for me Oralee Wachter</b>	- Recognise what is appropriate to share with friends, classmates, family and wider social groups including online -Recognise the similarities and differences to face-to-face and online bullying -Understand the effects and consequences of bullying for the people involved  <b>Troll Stinks Jean Willis and Tony Ross</b>	- Differentiate between playful teasing, hurtful behaviour and bullying, including online - Learn how to respond if they witness or experience hurtful behaviour or bullying, including online -Recognise risks online such as harmful content or contact - Understand the right to keep or break a confidence or share a secret  <b>Webster's Friend Hannah Whaley</b>	-Understand how it feels in a person's mind and body when they are uncomfortable -Understand that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about  <b>Secrets Should Never Be Kept Jayneen Sanders</b>	-Compare the features of a healthy and unhealthy friendship -Recognise what consent means and how to seek and give/not give permission in different situations -Recognise how to assess the risk of different online 'challenges' and 'dares' -Identify how to respond to pressure from others to do something unsafe and how to get advice and report concerns about personal safety, including online  <b>Book: Respect: Consent, Boundaries and Being in Charge of YOU Rachel Brian</b>

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

<b>SPRING: LIVING IN A WIDER WORLD</b>		Knowledge								
	<b>Media literacy and digital resilience</b>	Know what different technology is around us	Know how to use technology for different activities	Know a range of different technologies	-Identify how and why people use the internet. -Recognise how people find things out and communicate safely online	- Recognise ways in which people can access the internet - Understand that information online might not always be true	- Identify how to report something seen or experienced online that concerns them - Identify how the internet can be used positively and how to make safe, reliable choices from search results	- Understand that everything shared online has a digital footprint	-Recognise unsafe, suspicious and unreliable content online	-Identify reasons why some media and online content have age restrictions and regulations for use - Recognise what is appropriate to share online including rules and laws relating to this -Identify the benefits of safe internet use and how to report inappropriate online content or contact
		Skill								
		- To be aware of technology around them	-Understand how to use technology safely Be aware of basic internet safety  <b>Use swiggle-internet search engine</b>	-Recognise the benefits of using a range of technology in places such as homes and schools  <b>Webster's Bedtime Hannah Whaley</b>	-Understand the benefits of using internet and digital devices.  <b>Tek the Modern Cave Boy Patrick McDonnell</b>	- Recognise the purpose and value of the internet in everyday life - Recognise that some content on the internet is factual and some is for entertainment	- Evaluate whether a game or a website is appropriate for their age-group - Recognise whether images and information online can be altered or adapted and the reasons for why this happens	-Recognise what online adverts look like and why people might choose to buy or not buy something online -Compare content shared for factual purposes and for advertising -Recognise that search results are ordered based on the popularity of the website and that this can affect what information people access	-Identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise -Identify how devices store and share information -Learn basic strategies to assess whether content online is based on fact, opinion, or is biased -Recognise media and online content that promote stereotypes	-Recognise how and why images online might be manipulated, altered, or faked -Recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things
	Knowledge									
	Know what difference is	-Identify how they can look after the equipment in their	-Understand that some places are special to	-Identify examples of rules in different situations; home,	- Understand their rights and responsibilities that	-Understand the importance of abiding by the	Identify the meaning and	-Recognise how to take responsibility for the	-Recognise acts of discrimination and safely respond to	

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Identify different skins and hair colour Identify boys and girls	class and outdoor area.	members of their community	school; community. -Identify how we can look after the school environment.	they have in school and the wider community	law and what might happen if rules and laws are broken	benefits of living in a community	environment, animals and other living things	and challenge discrimination - Recognise and challenge stereotypes in different contexts
	Skill								
<b>Belonging to a community</b>	-Feel confident when taken out around local neighbourhood and exploring new places with their key person - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.	-Develop their sense of responsibility and membership of a community -Show sensitivities to others' needs- wheelchair users	-Recognise how to work as part of a group or class -Recognise features of their environment and recognise they may be different to others -Show sensitivities to others' needs- sensory impairments  <b>My Friend Earth Patricia McLachlan</b>	-Identify how we can care for people, animals and other living things. -Recognise that people have different needs- Dyslexia  <b>Greta and The Giants Zoe Tucker</b>	- Recognise being a part of different groups, and the role they play in these groups - Identify how a community can help people from different groups to feel included -Recognise that they are all equal, and ways in which they are the same and different- Epilepsy  <b>Every Child a Song Nicola Davies</b>	- Recognise that with every right there is also a responsibility - Identify basic examples of human rights including the rights of children- Autism  <b>For Every Child Unicef</b>	-Recognise individuals and groups that help the local community -Show compassion towards others in need and the shared responsibilities of caring for them- Cerebral Palsy  <b>My Name is Not Refugee! Kate Milner</b>	- Identify how money or resources are allocated and the effect this has on individuals, communities and the environment -Valuing and celebrating the good in others- Down Syndrome  <b>One Plastic Bag Miranda Paul</b>	-Differentiate between prejudice and discrimination- ADHD - Recognise and challenge stereotypes in different contexts and the influence they have on attitudes and understanding of different groups  <b>Ruby Bridges Robert Coles -Little Leaders Bold Women in Black History Vashti Harrison</b>
	Knowledge								
	Know what money is	Know some words related to money Know some of the adults jobs in school	Identify how money is used in our society to buy things	-Identify people whose job it is to help us in the community	- Recognise the difference between needs and wants	-Identify jobs/skills that people may have from different sectors	-Identify how to keep track of money and why it is important to know how much is being spent	-Recognise a variety of routes into work e.g. college, apprenticeships, university, training	-Recognise how companies encourage customers to buy things and why it is important to be a critical consumer
	Skill								
<b>Money and work</b>	-Identify what money is. Identify the jobs of people in school (teacher care taker, cooks)	-Identify and use everyday language related to money. -Show an interest in different occupations	-Recognise different jobs and the work people do at school.  Bunny Money Rosemary Wells	-Recognise that everyone has different strengths -Identify different strengths and interests are needed to do different jobs.  <b>Hey Awesome Karen Young</b>	-Identify what money is and its different forms and ways of paying for things -Understand how we receive, save and make choices on how to spend our money  <b>Those Shoes</b>	- Recognise their interests, skills and achievements and how these might link to future jobs - Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM	-Recognise how people spend money can have positive or negative effects on others -Recognise how to make spending decisions based on budget, values and needs  <b>One Hen</b>	-Recognise what might influence people's decisions about a job or career -Identify stereotyping in the workplace, its impact and how to challenge it	-Identify how having or not having money can impact on a person's emotions, health and wellbeing -Recognise the common risks associated with money e.g. debt, scams, stolen, fraud and

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						<b>Maribeth Boelts</b>	- Set goals that they would like to achieve this year  <b>Women in Science Rachel Igotofsky</b>	<b>Katie Smith Milway</b>		gambling and how these put people at financial risk  <b>It's a No Money Day Kate Milner</b>
		Knowledge								
	<b>Keeping safe</b>	Know what basic road traffic objects are (cars, traffic lights, Zebra crossing) Know what danger is	Know who to tell if they see something dangerous -	-Identify who the three main emergency services are and how they help us to keep safe, e.g. police, ambulance and fire services	- Identify rules for keeping safe in different places - To identify basic rules for keeping safe online -Identify who to tell if they see something online that makes them feel unhappy, worried, or scared.	-Identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger; including online -Understand how to keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products -Recognise whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 what to say	-Recognise the importance of following safety rules from parents and other adults - Recognise how to keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety to understand the impact of smoking and passive smoking	-Recognise what is meant by a 'drug' - To recognise the importance of taking medicines correctly and using household products safely	-Identify how to respond in an emergency, including when and how to contact different emergency services -Differentiate between positive risk taking and dangerous behaviour -about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects	-Recognise how to protect personal information online -Identify how to report the misuse of personal information or sharing of upsetting content/images online -Identify laws relating to drugs and how to ask for help if they have concerns about drug use
		Skill								
<b>SUMMER: HEALTH AND WELLBEING</b>		-Identify key features of a road – car, traffic lights -Understand to tell an adult when there is danger  <b>Resource: Traffic Club</b>	-Understand the Green cross code and how it keeps us safe  <b>Resource: Traffic Club</b>	-Being a safe pedestrian  <b>Resource: Traffic Club</b>	- Recognise why some things have age restrictions, e.g. TV and film, games, toys or play areas Understands that household products, including medicines, can be harmful if not used Properly.	-Recognise things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel	- Predict, assess and manage risk in everyday situations - Understand fire safety at home including the need for smoke alarms	-Identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects -Identify some of the risks associated with drugs common to everyday life	-Learn how to deal with common injuries using basic first aid techniques  <b>St John's Ambulance resource</b>	-Identify types of images that are appropriate/not appropriate to share with others and what the impact of this might be -Recognise why people choose to use /not use drugs, including nicotine, alcohol and medicines as

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				Understand how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy  <b>Smartie the penguin resource</b>				-to understand the law and risks relating to alcohol		well as illegal drugs -Recognise mixed messages in the media relating to drug (including smoking/vaping) use and how they might influence opinions and decisions  <b>Barney &amp; the Magic Mirror Police community Hub</b>
	Knowledge									
<b>Physical health and Mental wellbeing</b>	Know the names of different emotions	Know basic toilet hygiene and hand washing	-Recognise the importance of hand washing. -Know what healthy and unhealthy foods are -Know how to talk about ways to keep healthy	-Identify the benefits healthy/unhealthy foods, including sugar intake. Know about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors	-Identify the importance rest, sleep and routines of brushing teeth and visiting the dentist. -Know who to ask for help	- Recognise that regular exercise has positive benefits for their mental and physical health	-Know a wide range of factors that maintain a balanced, healthy lifestyle and how to recognise early signs of physical illness	-Know how they can prevent the spread of bacteria and viruses with everyday hygiene routines	-Know where they and others can ask for help and support with mental wellbeing in and outside school	
	Skill									
	-Learn to use the toilet with some help - Be increasingly able to talk about and manage their emotions. Talk about their feelings in more elaborate ways 'I am feeling sad because.....'	-Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently -Move confidently in a range of ways -Talk about myself in positive terms.  <b>From Head to Toe Eric Carle</b>	-To be able to recognise how to make someone feel happy. -To identify their own abilities -Know and talk about the different factors that support their overall health and wellbeing -Sensible screen time - Make healthy choices about food, drink, activity and tooth brushing.  <b>Germes are not for sharing Elizabeth Verdick</b>	-Understand that different types of play/games keeps them active and healthy. -Identify how to keep safe in the sun <b>Change4Life resources</b>	-Recognise medicines, including immunisations can help people stay healthy and manage allergies -Manage feelings associated with change and loss and who to ask for help -Identify ways to feel good, calm or change their mood  <b>Ruby's Worries Tom Percival</b>	- Identify what is meant by a healthy, balanced diet - Identify habits and that sometimes they can be maintained, changed or stopped - Recognise the different ways people express feelings e.g. words, actions, body language	-Recognise that common illnesses can be quickly and easily treated with the right care -Recognise the importance of regular visits to the dentist and how to brush and floss correctly	-Identify healthy sleep strategies and how to maintain them -Identify the benefits of being outdoors and in the sun for physical and mental health -Recognise how to manage risk in relation to sun exposure, including skin damage and heat stroke	-Recognise that anyone can be affected by mental ill-health and that negative experiences such as being bullied or feeling lonely can affect mental wellbeing -Recognise changes that may occur in life including loss, and how these can cause conflicting feelings - Identify that balancing time online foster positive habits <b>Goodbye boat Mary Joslin</b>	

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

	Knowledge									
<b>Growing and changing</b>	-Know what the words growing and changing are	-Know that over time we grow	Know different body parts -Know how they have changed from a baby	- Know how to manage and whom to tell when finding things difficult, or when things go wrong	-Know the name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)	-Know the main physical differences between male and female bodies -Know who we can talk to about growing and changing.	Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant	Know personal identity and what contributes to it, including race, sex, gender, family, faith, culture	Know what it means to be consenting adults.	
	Skill									
	- <b>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</b>	- Develop appropriate ways of being assertive.	-Identify different body parts and talk about changes, e.g. height, weight, foot size - Show resilience and perseverance in the face of challenge.  <b>Look Inside Your Body</b> <b>Usborne</b>	-Describe babies, what they look like and how they behave. - Recognise what makes them special and unique - Identify good and not so good feelings.  <b>The Huge Bag of Worries</b> <b>Virginia Ironside</b>	-Prepare to move to a new class and setting goals for next year, including new opportunities and responsibilities -Understand the human life cycle and how people grow from young to old	-Recognise how our needs have changed since we were a baby. - Recognise how strengths and interests form part of a person's identity - Recognise common challenges to self-worth e.g. finding school work difficult, friendship issues	-Identify reproductive organs -Understand key facts about the menstrual cycle and wellbeing, erections and wet dreams -Learn strategies to manage the changes during puberty and how to get information, help and advice	-Recognise that for some people their gender identity does not correspond with their biological sex -Identify ways to boost their mood and improve emotional wellbeing  <b>-Gracefully</b> <b>Grayson</b> <b>Ami Polonsky</b> <b>-I'm a girl</b> <b>Yasmeen Ismail</b>	-Understand what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults -Learn how pregnancy occurs -Identify the responsibilities of being a parent or carer and how having a baby changes someone's life	

**RESPECT PRIDE INCLUSION CHALLENGE CREATIVITY RESILIENCE**

							<b>How Are You Feeling Today?</b> Molly Potter	<b>What's happening to me?</b> Puberty guide		-Learn practical strategies that can help to manage times of change, independence and transition into Y7 <b>That's my baby</b> Andrea Wayne
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