

# RSHE Progression and Development Coverage At Rockwell Green Primary School



## RGS Vision

‘Sharing life in all its fullness’ (John 10:10)

We want our children to be confident, able people, who possess a sense of personal duty and an understanding of the Christian ethos and values to enable them to make the best contribution possible to the community in which they live.

## RSHE at RGS

**The overarching aim is for young people to be equipped with the information and skills they need in order to:**

Be Healthy (physically, sexually, emotionally)

Stay Safe (from maltreatment, neglect, violence, sexual exploitation, bullying, discrimination, crime and antisocial behaviour in and out of school) including online

Enjoy and Achieve (attend school regularly, enjoy personal achievements, social development and recreation)

Make a Positive Contribution (contribute to decisions, support the community, understand and abide by the law; develop positive relationships and self-confidence)

Achieve economic well being

## Coverage at RGS

**School Ethos Values – supports the spiritual and moral development of children and covered through:**

Assemblies, value ambassadors, rewards system, inspirational person of the week

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<b>Respect</b>	<b>Service</b>	<b>Friendship</b>	<b>Compassion</b>	<b>Justice</b>	<b>Trust</b>
	We show respect for ourselves and others (their beliefs, culture, home background and property). We show good manners and courtesy, enabling pupils to become good citizens in their own community and in a national and global context	We recognise our responsibility to serve others and God. We aim to contribute to our community and show love and kindness to everyone, even to those who do not treat us well.	We develop and maintain positive relationships with one another by showing kindness, care, trust, forgiveness and patience. We encourage each other, support our friends and celebrate their successes	We show care, concern and thoughtfulness for others around us, especially for those who are in need or less fortunate than ourselves.	We aim to understand what is fair and treat people fairly, listening to both sides. We stand up for those who need help and encourage equal opportunities for all.	We aim to build trust in ourselves and within our relationships with others. We value honesty and try not to let people down. Trust takes time to develop.

## RGS Learning Behaviours

	Determination	Communication	Curiosity
<p>A Successful Learner</p> <p>We have discussed and identified 3 core learning behaviours which we feel are essential to becoming a ‘successful, independent learner’</p>	<p>Being ready, willing and able to learn and sustain concentration (the emotional and strategic aspects of learning)</p> <p>What we want to see in a determined learner:</p> <ul style="list-style-type: none"> <li>• Setting goals to aim for</li> <li>• Perseverance – keeping going despite difficulties - not giving up – trying again</li> <li>• Resilience - recover quickly from difficulties</li> <li>• Recognising that mistakes help us to learn</li> <li>• Motivated by a challenge (can v’s can’t)</li> <li>• Self-reliance - trusting themselves</li> <li>• Works to the best of their ability and rarely off task - manages distractions</li> <li>• Celebrates their successes</li> <li>• Looks for and responds positively to feedback</li> <li>• Considers their next steps and how they can enhance their learning (reflecting)</li> </ul>	<p>Being ready, willing and able to learn by themselves and with others (the social aspects of learning)</p> <p>What we want to see in an effective communicator:</p> <ul style="list-style-type: none"> <li>• Listening carefully and respectfully to others</li> <li>• Value and consider each other’s opinions and ideas</li> <li>• Taking turns to speak</li> <li>• Positive body language</li> <li>• Present clearly and confidently in front of an audience</li> <li>• Share ideas in a variety of ways, both verbally and visually e.g. writing, movement, art, using technology</li> <li>• Reflect - be able to identify and talk about what they have done well, their mistakes and how they have improved in their learning</li> </ul>	<p>Being ready, willing and able to learn in different ways (the cognitive aspects of learning)</p> <p>What we want to see in a curious learner</p> <ul style="list-style-type: none"> <li>• Approaches learning with an active interest</li> <li>• Wants to gain new knowledge and different ways of approaching learning and solving problems</li> <li>• Drives their own learning with enthusiasm and a love for learning</li> <li>• Asks questions to extend thinking and knowledge and make links</li> </ul>

## British Values

**‘Fundamental British values’ comprise:**

<b>Democracy</b>	<b>The Rule of Law</b>	<b>Individual Liberty</b>	<b>Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith</b>
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What should be covered?

- Enable students to develop their self-knowledge, self-esteem and self-confidence

What we do:

- We have several elected roles within year 6 and across the school:
- Pupil Task force- 2 members from each class

- Enable students to distinguish right from wrong and to respect the civil and criminal law of Britain
  - Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
  - Enable students to acquire a broad general knowledge of and respect for public institutions and services in Britain
  - Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
  - Encourage respect for other people
  - Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Britain
  - Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- The social development of pupils is shown by their:
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; 'the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.'
- The curriculum should:
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.'
- E-cadets - 2 members from each class
  - Sports /playground leaders
- Year 6:
- House Captains
  - Deputy House Captains
  - Values ambassadors
  - Eco- warriors
- The school is affiliated to the Royal British Legion (Logo) and visit the local cemetery each month to pay respect.
  - The school is closely linked to the Archie Project (local charity for Dementia) with the Year 4 class visiting Wellington House and completing learning about Dementia.
  - The Year 5 children participate in the Civic Award in Wellington each year and as part of this visit the Council chambers to learn more about democracy.
  - The school is closely linked to local churches and members lead Collective Worship each week.
  - The school enables an understanding of the Christian faith and other faiths across the world through Collective Worship, RE and experiences linked to the Christian calendar eg. Harvest Experience at All Saints Church. The school Chaplain supports in these experiences.
  - The school follows the Somerset Awareness, Mystery and Values RE syllabus and then uses 'Understanding Christianity ' to supplement this.
  - The school engages and supports many charities as one way of children contributing positively to society.

### Zones of Regulation

To support children's wellbeing and mental health we use the Zones of Regulation as a whole school approach. This helps children to recognise and regulating their emotions. It teaches the names of different emotions, what this looks and feels like in our bodies and tools and strategies to help them to regulate.

In addition, We have 6 Wellbeing Champions from years 4-6 who have received 6 weeks of training from the Mental Health Support Team. Their role is to support children who might be feeling in the blue zone, particularly at playtimes.

Blue	Green	Yellow	Red
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Relaxed	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

### RSHE: Physical Health and Mental Wellbeing

SCARF provides coverage for each year group – taught weekly by class teacher – evidenced in Topic and Floor books  
Coverage is outlined below

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
SCARF Health and Wellbeing Keeping Safe - S is for Safety	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Relationships Healthy Relationship - C is for Caring	<ul style="list-style-type: none"> <li>• All about me</li> <li>• My special people</li> <li>• My feelings</li> <li>• Healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Same and different</li> <li>• Different families and homes</li> <li>• Kindness and caring</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping my body safe</li> <li>• People who help keep me safe</li> <li>• Listening to my feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Looking after myself and my friends</li> <li>• Caring for my environment</li> </ul>	<ul style="list-style-type: none"> <li>• Bouncing back (growth mindset)</li> <li>• Exercise and sleep</li> <li>• Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Changes</li> <li>• Life stages</li> <li>• Changing bodies</li> </ul>
Relationships						

<p>Feelings and Emotions - A is for Achievement</p> <p>Health and Wellbeing Growing and Changing - R is for Resilience</p> <p>Relationships Healthy Relationships - F is for Friendship</p>	<ul style="list-style-type: none"> <li>Feelings and emotions</li> </ul>	<ul style="list-style-type: none"> <li>Respecting difference</li> </ul>	<ul style="list-style-type: none"> <li>Keeping safe online</li> <li>Health and Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Looking after money</li> <li>Rules, rights and responsibilities</li> </ul>		
Nursery/Pre-school	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>Marvellous me!</li> <li>I'm special</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>Me and my friends</li> <li>Friends and family</li> <li>Including everyone</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>People who help to keep me safe (including Listening to my feelings)</li> <li>Safety Indoors and Outdoors</li> <li>What's safe to go into my body</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Looking after myself</li> <li>Looking after others</li> <li>Looking after my environment</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>What does my body need?</li> <li>I can keep trying</li> <li>I can do it!</li> </ul>	<p>Growing and Changing</p> <p>Plans in development</p>
Reception	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>All about me</li> <li>What makes me special</li> <li>Me and my special people</li> <li>Who can help me?</li> <li>My feelings</li> <li>My feelings (2)</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>I'm special, you're special</li> <li>Same and different</li> <li>Same and different families</li> <li>Same and different homes</li> <li>Kind and caring (1)</li> <li>Kind and caring (2)</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>What's safe to go onto my body</li> <li>Keeping Myself Safe - What's safe to go into my body (including medicines)</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings (1)</li> <li>Keeping safe online</li> <li>People who help to keep me safe</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Looking after my special people</li> <li>Looking after my friends</li> <li>Being helpful at home and caring for our classroom</li> <li>Caring for our world</li> <li>Looking after money (1): recognising, spending, using</li> <li>Looking after money (2): saving money and keeping it safe</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>Bouncing back when things go wrong</li> <li>Yes, I can!</li> <li>Healthy eating (1)</li> <li>Healthy eating (2)</li> <li>Move your body</li> <li>A good night's sleep</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Seasons</li> <li>Life stages - plants, animals, humans</li> <li>Life Stages: Human life stage - who will I be?</li> <li>Where do babies come from?</li> <li>Getting bigger</li> <li>Me and my body - girls and boys</li> </ul>
Year 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>Why we have classroom rules</li> <li>Thinking about feelings</li> <li>Our feelings</li> <li>Feelings and bodies</li> <li>Our special people</li> <li>balloons</li> <li>Good friends</li> <li>How are you listening?</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>Same or different?</li> <li>Unkind, tease or bully?</li> <li>Harold's school rules</li> <li>Who are our special people?</li> <li>It's not fair!</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>Healthy me</li> <li>Super sleep</li> <li>Who can help? (1)</li> <li>Harold loses Geoffrey</li> <li>What could Harold do?</li> <li>Good or bad touches?</li> <li>Sharing pictures</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Harold's wash and brush up</li> <li>Around and about the school</li> <li>Taking care of something</li> <li>Harold's money</li> <li>How should we look after our money?</li> <li>Basic first aid</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>I can eat a rainbow</li> <li>Eat well</li> <li>Catch it! Bin it! Kill it!</li> <li>Harold learns to ride his bike</li> <li>Pass on the praise!</li> <li>Harold has a bad day</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Inside my wonderful body!</li> <li>Taking care of a baby</li> <li>Then and now</li> <li>Who can help? (2)</li> <li>Surprises and secrets</li> <li>Keeping privates private</li> </ul>
Year 2	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>Our ideal classroom (1)</li> <li>Our ideal classroom (2)</li> <li>How are you feeling today?</li> <li>Bullying or teasing?</li> <li>Don't do that!</li> <li>Types of bullying</li> <li>Being a good friend</li> <li>Let's all be happy!</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>What makes us who we are?</li> <li>How do we make others feel?</li> <li>My special people</li> <li>When someone is feeling left out</li> <li>An act of kindness</li> <li>Solve the problem</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>Harold's picnic</li> <li>How safe would you feel?</li> <li>What should Harold say?</li> <li>I don't like that!</li> <li>Fun or not?</li> <li>Should I tell?</li> <li>Some secrets should never be kept</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Getting on with others</li> <li>When I feel like erupting</li> <li>Feeling safe</li> <li>How can we look after our environment?</li> <li>Harold saves for something special</li> <li>Harold goes camping</li> <li>Playing games</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>You can do it!</li> <li>My day</li> <li>Harold's postcard - helping us to keep clean and healthy</li> <li>Harold's bathroom</li> <li>My body needs...</li> <li>What does my body do?</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>A helping hand</li> <li>Sam moves away</li> <li>Haven't you grown!</li> <li>My body, your body</li> <li>Respecting privacy</li> <li>Basic first aid</li> </ul>

Year 3	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>As a rule</li> <li>My special pet</li> <li>Tangram team challenge</li> <li>Looking after our special people</li> <li>How can we solve this problem?</li> <li>Dan's dare</li> <li>Thunks</li> <li>Friends are special</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>Family and friends</li> <li>My community</li> <li>Respect and challenge</li> <li>Our friends and neighbours</li> <li>Let's celebrate our differences</li> <li>Zeb</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>Safe or unsafe?</li> <li>Danger or risk?</li> <li>The Risk Robot</li> <li>Alcohol and cigarettes: the facts</li> <li>Super Searcher</li> <li>None of your business!</li> <li>Raisin challenge (1)</li> <li>Help or harm?</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Our helpful volunteers</li> <li>Helping each other to stay safe</li> <li>Recount task</li> <li>Harold's environment project</li> <li>Can Harold afford it?</li> <li>Earning money</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>Derek cooks dinner! (healthy eating)</li> <li>Poorly Harold</li> <li>For or against?</li> <li>I am fantastic!</li> <li>Getting on with your nerves!</li> <li>Body team work</li> <li>Top talents</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Relationship Tree</li> <li>Body space</li> <li>Secret or surprise?</li> <li>Basic first aid</li> </ul>
Year 4	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>An email from Harold!</li> <li>Ok or not ok? (part 1)</li> <li>Ok or not ok? (part 2)</li> <li>Human machines</li> <li>Different feelings</li> <li>When feelings change</li> <li>Under pressure</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>Can you sort it?</li> <li>Islands</li> <li>Friend or acquaintance?</li> <li>What would I do?</li> <li>The people we share our world with</li> <li>That is such a stereotype!</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>Danger, risk or hazard?</li> <li>Picture Wise</li> <li>How dare you!</li> <li>Medicines: check the label</li> <li>Know the norms</li> <li>Keeping ourselves safe</li> <li>Raisin challenge (2)</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Who helps us stay healthy and safe?</li> <li>It's your right</li> <li>How do we make a difference?</li> <li>In the news!</li> <li>Safety in numbers</li> <li>Logo quiz</li> <li>Harold's expenses</li> <li>Why pay taxes?</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>What makes me ME!</li> <li>Making choices</li> <li>SCARF Hotel</li> <li>Harold's Seven Rs</li> <li>My school community (1)</li> <li>Basic first aid</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Moving house</li> <li>My feelings are all over the place!</li> <li>Secret or surprise?</li> <li>Together</li> </ul>
Year 5	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>Collaboration Challenge!</li> <li>Give and take</li> <li>How good a friend are you?</li> <li>Relationship cake recipe</li> <li>Being assertive</li> <li>Our emotional needs</li> <li>Communication</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>Qualities of friendship</li> <li>Kind conversations</li> <li>Happy being me</li> <li>The land of the Red People</li> <li>Is it true?</li> <li>It could happen to anyone</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>'Thinking' about habits</li> <li>Jay's dilemma</li> <li>Spot bullying</li> <li>Ella's diary dilemma</li> <li>Decision dilemmas</li> <li>Play, like, share</li> <li>Drugs: true or false?</li> <li>Smoking: what is normal?</li> <li>Would you risk it?</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>What's the story?</li> <li>Fact or opinion?</li> <li>Rights, responsibilities and duties</li> <li>Mo makes a difference</li> <li>Spending wisely</li> <li>Lend us a fiver!</li> <li>Local councils</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>Getting fit</li> <li>It all adds up!</li> <li>Different skills</li> <li>My school community (2)</li> <li>Independence and responsibility</li> <li>Star qualities?</li> <li>Basic first aid</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>How are they feeling?</li> <li>Taking notice of our feelings</li> <li>Dear Hetty</li> <li>Help! I'm a teenager - get me out of here!</li> <li>Dear Ash</li> </ul>
Year 6	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>Working together</li> <li>Let's negotiate</li> <li>Solve the friendship problem</li> <li>Assertiveness skills (formerly Behave yourself - 2)</li> <li>Behave yourself</li> <li>Dan's day</li> <li>Don't force me</li> <li>Acting appropriately</li> <li>It's a puzzle</li> </ul>	<p>Valuing Difference</p> <ul style="list-style-type: none"> <li>OK to be different</li> <li>We have more in common than not</li> <li>Respecting differences</li> <li>Tolerance and respect for others</li> <li>Advertising friendships!</li> <li>Boys will be boys? - challenging gender stereotypes</li> </ul>	<p>Keeping Myself Safe</p> <ul style="list-style-type: none"> <li>Think before you click!</li> <li>Traffic lights</li> <li>To share or not to share?</li> <li>Rat Park</li> <li>What sort of drug is...?</li> <li>Drugs: it's the law!</li> <li>Alcohol: what is normal?</li> <li>Joe's story (part 1)</li> <li>Joe's story (part 2)</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>Two sides to every story</li> <li>Fakebook friends</li> <li>What's it worth?</li> <li>Jobs and taxes</li> <li>Action stations!</li> <li>Project Pitch (parts 1 &amp; 2)</li> <li>Happy shoppers</li> <li>Democracy in Britain 1 - Elections</li> <li>Democracy in Britain 2 - How (most) laws are made</li> </ul>	<p>Being My Best</p> <ul style="list-style-type: none"> <li>Five Ways to Wellbeing project</li> <li>This will be your life!</li> <li>Our recommendations</li> <li>What's the risk? (1)</li> <li>What's the risk? (2)</li> <li>Basic first aid</li> </ul>	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>Helpful or unhelpful? Managing change</li> <li>I look great!</li> <li>Media manipulation</li> <li>Pressure online</li> <li>Is this normal?</li> <li>Dear Ash</li> </ul>
<b>RSHE: Changing Adolescent Body</b>						
<b>Sex Education - through the Science Curriculum and SCARF lessons</b>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Identify, name, draw and label the basic	Notice that animals, including humans,	Identify that animals,	Describe the simple functions of the basic	Describe the differences in the life	Recognise that living things produce

	parts of the human body and say which part of the body is associated with each sense.	have offspring which grow into adults.  Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.	including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	parts of the digestive system in humans.	cycles of a mammal, an amphibian, an insect and a bird  Describe the life process of reproduction in some plants and animals  Describe the changes as humans develop to old age.	offspring of the same kind, but normally offspring vary and are not identical to their parents.
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**Additional Sex Education – taught by the class teacher in Summer Term 2 using the SCARF lessons**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					My changing Body (yr3)  Preparing for changes at b(Yr4)  All change! (Yr4)	Changing Bodies and Feelings (Yr5)  Growing up and changing bodies (Yr5)  Is this Normal? (Yr6)  Non-statutory = Making Babies

**RSHE: Internet Safety and Harms**

**E-Safety covered through Computing –Purple Mash, ActiveBytes and SCARF lessons**

Year 1	<ul style="list-style-type: none"> <li>To login safely</li> <li>To start to understand the idea of ‘ownership’ of their creative work.</li> <li>To learn how to find saved work in the Online Work area and find teacher comments.</li> <li>To learn how to search Purple Mash to find resources.</li> <li>To become familiar with the types of resources available in the Topics section.</li> <li>To become more familiar with the icons used in the resources in the Topics section.</li> <li>To start to add pictures and text to work</li> <li>To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</li> <li>To explore the Games section on Purple Mash.</li> <li>To understand the importance of logging out when they have finished.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>To know how to refine searches using the Search tool.</li> <li>To know how to share work electronically using the display boards.</li> <li>To use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> <li>To have some knowledge and understanding about sharing more globally on the Internet.</li> <li>To introduce Email as a communication tool using 2Respond simulations.</li> <li>To understand how we talk to others when they are not there in front of us.</li> <li>To open and send simple online communications in the form of email.</li> <li>To understand that information put online leaves a digital footprint or trail.</li> <li>To begin to think critically about the information they leave online.</li> <li>To identify the steps that can be taken to keep personal data and hardware secure. To gain a better understanding of searching the Internet</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away.</li> <li>To understand how the Internet can be used to help us to communicate effectively.</li> <li>To understand how a blog can be used to help us communicate with a wider audience.</li> <li>For pupils to consider if what they read on websites is true?</li> <li>To look at a ‘spoof’ website.</li> <li>To create a ‘spoof’ webpage.</li> <li>To think about why these sites might exist and how to check that the information is accurate.</li> <li>To learn about the meaning of age restrictions symbols on digital media and devices.</li> <li>To discuss why PEGI restrictions exist.</li> <li>To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</li> <li>To learn how to use email safely.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>To understand how pupils can protect themselves from online identity theft.</li> <li>Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.</li> </ul>

	<ul style="list-style-type: none"> <li>To Identify the risks and benefits of installing software including apps.</li> <li>To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.</li> <li>To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.</li> <li>To identify the positive and negative influences of technology on health and the environment.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives. To assess whether an information source is true and reliable.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>To gain a greater understanding of the impact that sharing digital content can have.</li> <li>To review sources of support when using technology.</li> <li>To review pupils' responsibility to one another in their online behaviour.</li> <li>To know how to maintain secure passwords.</li> <li>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</li> <li>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</li> <li>To learn about how to reference sources in their work</li> <li>To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</li> <li>Ensuring reliability through using different methods of communication</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location.</li> <li>Identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon.</li> <li>Identify the benefits and risks of giving personal information and device access to different software.</li> <li>To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user.</li> <li>To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour.</li> <li>To begin to understand how information online can persist and give away details of those who share or modify it.</li> <li>To understand the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health.</li> <li>To identify the positive and negative influences of technology on health and the environment</li> <li>To understand how to contribute to an existing blog.</li> <li>To understand how and why blog posts are approved by the teacher</li> <li>To understand the importance of commenting on blogs.</li> <li>To peer-assess blogs against the agreed success criteria.</li> </ul>

**RSHE: Physical Health and Fitness and Healthy Eating - through PE and SCARF lessons**

Sports Leaders / Sports Day / Sport Events / After-school clubs

We use REAL PE as the basis for our PE curriculum	Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.	Pupils should also be taught the benefits of hobbies, interests and participation in their own communities.	<p>Pupils should know the characteristics and mental and physical benefits of an active lifestyle.</p> <p>Pupils should know what constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Pupils should know 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> <p>Pupils should know the principles of planning and preparing a range of healthy meals.</p>	<p>Pupils should know the risks associated with an inactive lifestyle (including obesity). Pupils should know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	<p>Pupils should know how and when to seek support including which adults to speak to in school if they are worried about their health.</p>
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**RSHE: Drugs, Alcohol and Tobacco- coverage through SCARF**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Keeping Myself Safe - What's safe to go into my body (including medicines)</li> </ul>	<ul style="list-style-type: none"> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Harold's picnic</li> </ul>	<ul style="list-style-type: none"> <li>Alcohol and cigarettes: the facts</li> <li>Help or harm?</li> </ul>	<ul style="list-style-type: none"> <li>Medicines: check the label</li> </ul>	<ul style="list-style-type: none"> <li>'Thinking' about habits</li> <li>Drugs: true or false?</li> <li>Smoking: what is normal?</li> </ul>	<ul style="list-style-type: none"> <li>What sort of drug is...?</li> <li>Drugs: it's the law!</li> <li>Alcohol: what is normal?</li> </ul>

**RSHE: Basic First Aid**

**First Aid covered in Health Week (last week of Spring 2) in addition to RSHE coverage through SCARF**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><a href="https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/">https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/</a></p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>SCARF Lesson – Basic First Aid Year 1</p> <p><a href="https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/">https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/</a></p>	<p>SCARF Lesson – Basic First Aid Year 2</p> <p><a href="https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/">https://firstaidchampions.redcross.org.uk/primary/safety/calling-999/</a></p>	<p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p>SCARF Lesson – Basic First Aid Year 3</p>	<p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p>SCARF Lesson – Basic First Aid Year 4</p>	<p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p>SCARF Lesson – Basic First Aid Year 5</p>	<p><a href="https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/">https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/</a></p> <p>SCARF Lesson – Basic First Aid Year 6</p>

	How to make a clear and efficient call to emergency services if necessary.  <a href="https://firstaidchampions.redcross.org.uk/primary/safety/safety-stories/">https://firstaidchampions.redcross.org.uk/primary/safety/safety-stories/</a>  Safety Stories	How to make a clear and efficient call to emergency services if necessary.  First Aid Lesson Pack – Twinkl  <a href="https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/">https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/</a>  First Aid for children	How to make a clear and efficient call to emergency services if necessary.  Head injuries  Bites and stings	How to make a clear and efficient call to emergency services if necessary.  Asthma	How to make a clear and efficient call to emergency services if necessary.  Bleeding  Burns and Scalds	How to make a clear and efficient call to emergency services if necessary.  Choking  Basic life support
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**Additional events, activities and visitors which contribute to the delivery of RSHE**

We recognise the importance of key events which support and enhance the personal development of our children at Rockwell Green. We do this this by inviting visitors in to school and taking part and referencing local and national events such as:

Children in Need Comic Relief / Sports Relief Armistice/Remembrance Day Christmas Jumper Day Anti-Bullying Week - Nov	E-Safety Week and Internet safety Day Health Week NSPCC – Speak Out Stay Safe The school is affiliated to the Royal British Legion (Logo) and visit the local cemetery each month to pay respect.	Sports Day Year 6 Residential The school is closely linked to the Archie Project (local charity for Dementia) with the Year 4 class visiting Wellington House and completing learning about Dementia.  The Year 5 children participate in the Civic Award in Wellington each year and as part of this visit the Council chambers to learn more about democracy.
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