

## Overview of Relationship Education and Health Education Objectives covered

| INTRODUCTORY SET - Main RSHE objectives covered  |   |   |  |   |
|--|---|---|--|---|
| WEEK 1<br>Look Inside  | WEEK 2<br>Move Outside  | WEEK 3<br>Share More  | WEEK 4<br>Be Curious   | WEEK 5<br>Be Kind   |
| <p><b>Mental Wellbeing 1</b> (<i>this is an overarching objective linked to all the 5 Keys to Happiness</i>)<br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p>  |   |   |  |   |
| <p><b>Mental Wellbeing 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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.</p>   | <p><b>Physical Health and Fitness 2</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the importance of building regular exercise into daily and weekly routines and how to achieve this</u>; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (<i>only underlined sections covered in this lesson</i>).</p> | <p><b>Respectful Relationships 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</u> (<i>only underlined sections covered in this lesson</i>)</p> | <p><b>Respectful Relationships 4:</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the importance of self-respect and how this links to their own happiness.</p> |
| <p><b>Mental Wellbeing 9</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     where and how to seek support (including recognising the triggers for seeking support), including <u>whom in school they should speak to if they are worried about their own or someone else's mental wellbeing</u> or ability to control their emotions (<i>only underlined sections covered in this lesson</i>)</p> |   |   |  |   |

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| LOOK INSIDE - Main RSHE objectives covered   |  |   |   |  |
|--|--|---|---|--|
| WEEK 1   | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5   |
| <p><b>Mental Wellbeing 1</b> <i>(this is an overarching objective linked to all the 5 Keys to Happiness)</i><br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p>                                    |  |   |   |  |
| <p><b>Mental Wellbeing 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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</p> | <p><b>Mental Wellbeing 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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.</p> | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     simple self-care techniques, including the importance of rest.</p> | <p><b>Mental Wellbeing 9</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions*</p> | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     simple self-care techniques, including the importance of rest</p>   |
| <p><b>Being Safe 8</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     where to get advice e.g. family, school and/or other sources</p>  | <p><b>Mental Wellbeing 4</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p>   |   | <p><b>Being Safe 6</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how to ask for advice or help for themselves or others, and to keep trying until they are heard</p>  | <p><b>Mental Wellbeing 10</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> |

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| MOVE OUTSIDE - main RSHE objectives covered  |   |  |   |   |
|--|---|--|---|---|
| WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4  | WEEK 5  |
| <p><b>Mental Wellbeing 1 (this is an overarching objective linked to all the 5 Keys to Happiness)</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p> |   |  |   |   |
| <p><b>Physical Health and Fitness 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the characteristics and mental and physical benefits of an active lifestyle.</p>   | <p><b>Physical Health and Fitness 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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><b>Physical Health and Fitness 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the characteristics and mental and physical benefits of an active lifestyle.</p>   | <p><b>Mental Wellbeing 5</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the benefits of physical exercise, time outdoors</u>, community participation, voluntary and service-based activity <u>on mental wellbeing and happiness</u> (only underlined sections are covered in the Move Outside set)</p> | <p><b>Mental Wellbeing 5</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the benefits of physical exercise, time outdoors</u>, community participation, voluntary and service-based activity <u>on mental wellbeing and happiness</u> (only underlined sections are covered in the Move Outside set)</p> |
| <p><b>Physical Health and Fitness 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the risks associated with an inactive lifestyle (including obesity).</p>   | <p><b>Physical Health and Fitness 4</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how and when to seek support including which adults to speak to in school if they are worried about their health.</p>   | <p><b>Physical Health and Fitness 2</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the importance of building regular exercise</u> into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other <u>forms of regular, vigorous exercise</u>. (only underlined sections are covered in the Move Outside set)</p> |   |   |
|  |   | <p><b>Internet Safety and Harms 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p>  |   |   |

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| SHARE MORE - main RSHE objectives covered   |  |   |   |   |
|---|--|---|---|---|
| WEEK 1  | WEEK 2   | WEEK 3  | WEEK 4  | WEEK 5  |
| <p><b>Mental Wellbeing 1</b> (<i>this is an overarching objective linked to all the 5 Keys to Happiness</i>)<br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p>   |  |   |   |   |
| <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques, including the importance of rest, time spent with friends</u> and family and the benefits of hobbies and interests (<i>only underlined sections are covered in this lesson</i>).</p>                       | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques, including the importance of rest, time spent with friends and family</u> and the benefits of hobbies and interests (<i>only underlined sections are covered in this lesson</i>).</p>  | <p><b>Respectful Relationships 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     Know 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.</p> | <p><b>Families and People who Care for me 2</b><br/> <b>By the end of primary school pupils should know:</b><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.</p> | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques, including the importance of rest, time spent with friends and family</u> and the benefits of hobbies and interests (<i>only underlined sections are covered in this lesson</i>).</p> |
| <p><b>Caring Friendships 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how important friendships are in making us feel happy and secure, and how people choose and make friends.</p>  | <p><b>Families and People who Care for me 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that families are important for children growing up because they can give love, security and stability.</p>  | <p><b>Respectful Relationships 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>   | <p><b>Families and People who Care for me 6</b><br/> <b>By the end of primary school pupils should know:</b><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</p>   |   |
| <p><b>Caring Friendships 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> | <p><b>Families and People who Care for me 3</b><br/> <b>By the end of primary school pupils should know:</b><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.</p> | <p><b>Respectful Relationships 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the conventions of courtesy and manners.</p>   | <p><b>Caring Friendships 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>   |   |
| <p><b>Caring Friendships 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>  | <p><b>Families and People who Care for me 4</b><br/> <b>By the end of primary school pupils should know:</b><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.</p>   | <p><b>Respectful Relationships 5</b><br/> <b>By the end of primary school pupils should know:</b><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.</p>                                  | <p><b>Caring Friendships 5</b><br/> <b>By the end of primary school pupils should know:</b><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.</p>                    |   |

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|---|--|--|--|--|
| <p><b>Caring Friendships 4</b><br/>By the end of primary school pupils should know:<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.</p>  | <p><b>Families and People who Care for me 5</b><br/>By the end of primary school pupils should know:<br/>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> |  | <p><b>Respectful Relationships 8</b><br/>By the end of primary school pupils should know:<br/>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> |  |
| <p><b>Caring Friendships 5</b><br/>By the end of primary school pupils should know:<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.</p> |  |  | <p><b>Being Safe 6</b><br/>By the end of primary school pupils should know:<br/>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>               |  |

## Overview of Relationship Education and Health Education Objectives covered

| BE CURIOUS - main RSHE objectives covered  |  |  |   |  |
|--|--|--|---|--|
| WEEK 1   | WEEK 2   | WEEK 3   | WEEK 4  | WEEK 5   |
| <p><b>Mental Wellbeing 1 (this is an overarching objective linked to all the 5 Keys to Happiness)</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p> |  |  |   |  |
| <p><b>Mental Wellbeing 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p>  | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques</u>, <u>including</u> the importance of rest, time spent with friends and family and <u>the benefits of hobbies and interests</u> (only underlined sections are covered in this lesson).</p> | <p><b>Mental Wellbeing 7</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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><b>Respectful Relationships 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p>  | <p><b>Mental Wellbeing 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p>  |
|  |  | <p><b>Being Safe 8</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     where to get advice e.g. family, school and/or other sources.</p>   | <p><b>Respectful Relationships 7:</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     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.</p> | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques</u>, <u>including</u> the importance of rest, time spent with friends and family and <u>the benefits of hobbies and interests</u> (only underlined sections are covered in this lesson).</p> |

## Overview of Relationship Education and Health Education Objectives covered

| BE KIND - main RSHE objectives covered  |  |  |   |  |
|---|--|--|---|--|
| WEEK 1  | WEEK 2   | WEEK 3   | WEEK 4  | WEEK 5   |
| <p><b>Mental Wellbeing 1</b> (<i>this is an overarching objective linked to all the 5 Keys to Happiness</i>)<br/> <b>By the end of primary school pupils should know:</b><br/>                     that mental wellbeing is a normal part of daily life, in the same way as physical health</p> |  |  |   |  |
| <p><b>Respectful Relationships 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>   | <p><b>Respectful Relationships 4</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the importance of self-respect and how this links to their own happiness.</p>   | <p><b>Healthy Eating 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     what constitutes a healthy diet (including understanding calories and other nutritional content).</p>   | <p><b>Health and Prevention 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>                       | <p><b>Respectful Relationships 4</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the importance of self-respect and how this links to their own happiness.</p>   |
|   | <p><b>Mental Wellbeing 6</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>simple self-care techniques, including the importance of rest</u>, time spent with friends and family and the benefits of hobbies and interests (<i>only underlined sections are covered</i>).</p> | <p><b>Healthy Eating 2</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the principles of planning and preparing a range of healthy meals.</p>  | <p><b>Health and Prevention 4</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p>        | <p><b>Mental Wellbeing 5</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity</u> on mental wellbeing and happiness (<i>only underlined sections are covered</i>).</p> |
|   | <p><b>Health and Prevention 3</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>                                   | <p><b>Healthy Eating 3</b><br/> <b>By the end of primary school pupils should know:</b><br/> <u>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours</u> (e.g. the impact of alcohol on diet or health) (<i>only underlined sections are covered</i>).</p> | <p><b>Health and Prevention 5</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> |  |
|   |  | <p><b>Health and Prevention 1</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p>   | <p><b>Health and Prevention 6</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     the facts and science relating to immunisation and vaccination.</p>   |  |
|   |  | <p><b>Being Safe 6</b><br/> <b>By the end of primary school pupils should know:</b><br/>                     how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>  |   |  |