

Curriculum Intent and Rationale: Relationships, Sex and Health Education

The wider curriculum at Tudor Academy is designed to enhance our core values and learning behaviours of #Passion, #Urgency, #Positivity, #Aspiration, and #Commitment

Intent: Our motto 'Inspiring Excellence for All' and our values 'Positivity, Urgency, Passion, Aspiration, Commitment & Commitment to Anti-Racism' underpin our curriculum offer and drive the elements that are central to our school vision and ethos. Positivity – promoting an inclusive, resilient and can-do attitude towards learning where progress is celebrated. Urgency – ensuring that every moment of a child's time at school is purposeful and deliberately planned for. Passion – igniting curiosity and a love for learning which is supplemented by a range of exciting opportunities which exposes them to a world beyond their immediate experiences. Aspiration – fostering a culture of ambition where children have high expectations for themselves now and for their future. Commitment – offering a high-quality and diverse curriculum which challenges the children and equips them with the skills and knowledge to be a voice for change.

Relationships, Sex and Health Education (R.S.H.E) Curriculum Overview
Growing Up: Growing Wise
2022 - 2023

Relationships Education					Physical Health & Mental Wellbeing							
Families & People Who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe	Mental Wellbeing	Internet Safety & Harms	Physical Health & Fitness	Healthy Eating	Drugs, Alcohol & Tobacco	Health & Prevention	Basic First Aid	Changing Adolescent Body
Y	<u>Autumn 1- 7 weeks</u> *Black History Month *10.10 - World Mental Health Day Article 31; Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	<u>Autumn 2- 6 weeks</u> *13.11- World Kindness Day *14.11- 18.11- Anti-Bullying Week *14.11-20.11- Road Safety Week *2.12- 7.12- Grief Awareness Week *10.12- Human Rights Day Article 7; Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.	<u>Spring 1- 6 weeks</u> *4.02- 11.02- Children's Mental Health Week *6.02- 12.02- Week against Racism *14.02- Safer Internet Day Article 17; Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.	<u>Spring 2- 6 weeks</u> *20.03– World Oral Health Day *02.04- World Autism Awareness Day Article 15; Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.	<u>Summer 1- 6 weeks</u> *22.04- Earth Day *3.05-9.05- Sun Awareness Week *1.05-7.05- Deaf Awareness Week *9.05-15.05- Mental Health Awareness Week Article 23; A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.	<u>Summer 2- 7 weeks</u> *05.06- World Environment Day *20.06- World Refugee Day Article 24; Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Nursery</p>	<p>Basic intro to Zones of Regulation (colours and basic feelings associated with each zone)</p> <p>Marvellous Me Understand how their senses and amazing bodies help them play, grow, and learn; begin to identify the feelings of others</p>	<p>Family Matters Name immediate and extended family members; that they care for us</p> <p>Places and Faces in the Community People in their community who help to keep them safe</p> <p>To Market, To Market People who work in a supermarket; different sections; using money as a form of exchange</p>		<p>Around the world Begin to learn about people from many different places; awareness and appreciation of people from different cultures; Explore celebrations from all over the world.</p> <p>Healthy me! Learn to keep themselves clean and healthy; avoiding dangers</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reception</p>	<p>Basic intro Zones of Regulation Colours of zones, emotions related to each zone. How to calm. Talking about themselves and how were all different. Read book 'Elmer'.</p> <p>Welcome to School Building relationships with both adults and peers; self-regulation</p>	<p>Those Nearest and Dearest The meaning of friends and family; children are important member of a family; family members help and teach one another; family celebrate together</p> <p>Head to toe My body is marvellous</p> <p>Safe & Sound Different people in the community that help keep us safe; road safety; bicycle/riding toys safety; park and playground safety</p>	<p>Growing & Changing CWP (x3) Our Day (health) Keeping Ourselves Clean (health) Families (relationships)</p>	<p>What's on the Menu Why our bodies need healthy food; where food is sold; jobs in the supermarket</p>

	<p>I am Amazing! I feel fine!</p> <p>Acknowledging that we are all unique and special; similarities and differences between us; everybody has feelings; respecting everyone's feelings</p>					
Year 1	<p>Intro to Zones of Regulation- 6 weeks</p>	<p>Families and Friendships Roles of different people; families; feeling cared for</p> <p>Relationships Feelings around friendship; that we can overcome problems; why being friendly to others is important</p>	<p>Respecting ourselves & Others How behaviour affects others; being polite and respectful</p> <p>Belonging to a Community What rules are; caring for others' needs; looking after the environment</p>	<p>Money & Work Strengths and interests; jobs in the community</p> <p>Digital Resilience Using the internet and digital devices; communicating online</p>	<p>Growing & Changing CWP (x2) Keeping Clean (health) Growing & Changing</p> <p>Safe relationships Recognising privacy; staying safe; seeking permission</p>	<p>Keeping Safe How rules and age restrictions help us; keeping safe online</p> <p>Physical Health Keeping healthy; food and exercise, hygiene routines; sun safety</p>
Year 2	<p>Zones of Regulation- 3 weeks</p> <p>Mental Health & Emotional Wellbeing- Managing feelings and asking for help</p>	<p>Families and Friendships Making friends; feeling lonely and getting help</p> <p>Relationships Making and sustaining friendships;</p>	<p>Respecting ourselves & Others Recognising things in common and differences; playing and working cooperatively; sharing opinions</p>	<p>Money & Work What money is; needs and wants; looking after money</p> <p>Digital Resilience</p>	<p>Growing & Changing CWP (x3) Differences: Boys & Girls Differences: Male & Female Naming the Body Parts</p> <p>Safe relationships</p>	<p>Keeping Safe Safety in different environments; risk and safety at home; emergencies</p> <p>Physical Health</p>

Passion Urgency Positivity Aspiration Commitment

		importance of kindness and empathy; positive ways to respond to disagreements	<p>Belonging to a Community</p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community</p>	The internet in everyday life; online content and information	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Why sleep is important; medicines and keeping healthy; keeping teeth healthy;
Year 3	<p>Zones of Regulation- 3 weeks</p> <p>Mental Health & Emotional Wellbeing- What affects feelings; expressing feelings</p>	<p>Families and Friendships</p> <p>What makes a family; features of family life</p> <p>Relationships</p> <p>Impact of bullying; importance of trust; respecting differences between people</p>	<p>Respecting ourselves & Others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Belonging to a Community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<p>Money & Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>Digital Resilience</p> <p>How the internet is used; assessing information online</p>	<p>Growing & Changing CWP (x3)</p> <p>Differences: Male & Female Personal Space Family Differences</p> <p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<p>Keeping Safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Physical Health</p> <p>Health choices and habits</p>
Year 4	<p>Zones of Regulation- 3 weeks</p> <p>Mental Health & Emotional Wellbeing- How feelings change; why expressing feelings is important; managing feelings in different</p>	<p>Families and Friendships</p> <p>Positive friendships, including online</p> <p>Relationships</p> <p>How my behaviour can have an impact on</p>	<p>Respecting ourselves & Others</p> <p>Respecting differences and similarities; discussing difference sensitively</p> <p>Belonging to a Community</p>	<p>Money & Work</p> <p>Making decisions about money; using and keeping money safe</p> <p>Digital Resilience</p> <p>How data is shared and used</p>	<p>Growing & Changing CWP (x3)</p> <p>Growing & Changing What is Puberty? Puberty Changes & Reproduction</p> <p>Safe relationships</p>	<p>Keeping Safe</p> <p>Medicines and household products; drugs common to everyday life</p> <p>Physical Health</p> <p>Maintaining a balanced lifestyle;</p>

	situations; about getting help and support	others; understanding the impact of bullying; stereotyping	What makes a community; shared responsibilities		Responding to hurtful behaviour; managing confidentiality; recognising risks online	oral hygiene and dental care
Year 5	<p>Zones of Regulation- 3 weeks</p> <p>Mental Health & Emotional Wellbeing- Taking responsibility for my own feelings and actions; maintaining positive relationships; setting goals</p>	<p>Families and Friendships Managing friendships and peer influence</p> <p>Relationships Acceptable and unacceptable touch; feeling of uncomfortable; how to respond to unacceptable touch; keeping secrets</p>	<p>Respecting ourselves & Others Responding respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Belonging to a Community Protecting the environment; compassion towards others</p>	<p>Money & Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</p> <p>Digital Resilience How information online is targeted; different media types, their role and impact</p>	<p>Growing & Changing CWP (x3) Talking About Puberty Male & Female Changes Puberty & Hygiene</p> <p>Safe relationships Physical contact and feeling safe</p>	<p>Keeping Safe Keeping safe in different situations, including responding in emergencies, first aid</p> <p>Physical Health Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</p>
Year 6	<p>Zones of Regulation- 3 weeks</p> <p>Mental Health & Emotional Wellbeing- What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</p>	<p>Families and Friendships Attraction to others; romantic relationships; civil partnership and marriage</p> <p>Relationships CWP (x2) Communication in Relationships</p>	<p>Respecting ourselves & Others Valuing diversity; challenging discrimination and stereotypes</p> <p>Belonging to a Community Valuing diversity; challenging</p>	<p>Money & Work Influences and attitudes to money; money and financial risks</p> <p>Digital Resilience Evaluating media sources; sharing things online</p>	<p>Growing & Changing CWP (x2) Puberty & Reproduction Conception & Pregnancy</p> <p>Keeping Safe FGM</p> <p>Safe relationships</p>	<p>Keeping Safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Physical Health & Mental wellbeing Explain what wellbeing means;</p>

		Understanding Relationships	discrimination and stereotypes		Recognising and managing pressure; consent in different situations	make links between physical and mental wellbeing; give advice to young people who want to improve their mental wellbeing Transition Managing change
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Zones of Regulation:

Goals for Lessons 1 - 9 (Chapter 3)

By the end of the learning sequence, children will be learning to:

- Develop the ability to identify a range of emotions and how they relate to a child's specific zone (lessons 1,2,3 and 7)
- Read their own body's cues regarding what zone they are experiencing (lessons 3 and 6)
- Develop insights on triggers and circumstances that influence their zones (lessons 4,8 and 9)
- Relate how their zone and behaviours have changed others' perspectives (lessons 3,4,5 and 8)

Goals for Lessons 10 - 12 (Chapter 4)

By the end of the learning sequence, children will be learning to:

- Understand that there are strategies or tools they can use that will influence their zones (lessons 10,11 and 12)
- Understand that tools affect each person differently and they need to determine which tools are most effective for them (lessons 10,11 and 12)
- Know at least five strategies they find calming, at least two strategies they find alerting, and at least one strategy that helps them remain in the Green Zone (lessons 10,11 and 12)
- Be able to demonstrate the use of a strategy to self-regulate(lessons 10,11 and 12)

Goals for Lessons 13 - 18 (Chapter 5)

By the end of the learning sequence, children will be learning to:

- Use tools to regulate themselves (lessons 13,14,15,16,17 and 18)
- Determine when they need to use a tool to regulate (lessons 14 and 15)
- Problem solve desirable solutions to problems they encounter (lessons 15,16 and 17)
- Understand how utilising tools to regulate positively affects them (lessons 14,15,16,17 and 18)