



RSHE (PSHE) @Chacewater School

Intent	At Chacewater School, our RSHE (Relationships, Sex and Health Education) curriculum is designed to equip pupils with the knowledge, understanding, vocabulary and skills they need to become healthy, safe, respectful and responsible members of society. Our curriculum is underpinned by the statutory requirements for Relationships and Health Education and draws upon the Oak National Academy RSHE framework. Through a carefully sequenced programme of learning from Year 1 to Year 6, pupils develop the confidence to make informed decisions about their wellbeing, relationships, safety and future lives. We aim to: • Promote pupils' emotional wellbeing, resilience and mental health. • Teach children how to build and maintain healthy, respectful relationships. • Enable pupils to understand personal safety, consent, boundaries and where to seek help. • Develop pupils' understanding of diversity, equality and inclusion within modern Britain. • Prepare pupils to navigate the online world safely and responsibly. • Encourage positive physical health habits and informed lifestyle choices. • Support pupils in understanding the physical and emotional changes associated with growing up and puberty. • Foster respect, empathy, kindness and tolerance towards others. • Prepare children for successful transition into secondary education and wider society. Our curriculum is knowledge-rich and vocabulary-rich, ensuring that pupils learn and revisit key concepts over time. Through the curriculum threads of Community, Relationships, Online Safety, Wellbeing and Growing Up, learning is built progressively so that pupils deepen their understanding and apply it confidently in real-life situations.
Implementation	RSHE is delivered through a structured and progressive curriculum from Year 1 to Year 6 using the Oak National Academy RSHE programme. The class teacher will teach one weekly lesson approximately 40 minutes long in key stage 1 and 50 minutes to an hour in key stage 2. designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum

Curriculum Structure

The curriculum is organised around five key threads:

Community

Pupils develop an understanding of belonging, diversity, equality, British values and respect for others.

Examples include:

- Year 1: *Who am I? Who are you?*
- Year 3: *What does it mean to be British?*
- Year 5: *How can we ensure fairness and respect for women and girls?*
- Year 6: *How can we show respect to people of different races and cultures?*

Relationships

Pupils learn about friendships, families, personal boundaries, bullying prevention, consent and respectful relationships.

Examples include:

- Family diversity
- Friendship skills
- Healthy and unhealthy relationships
- Personal safety
- Boundaries and consent
- Respecting differences

Online Safety

Pupils are taught how to stay safe online through a progressive digital literacy curriculum that complements Computing.

Learning includes:

- Safe sharing of information
- Online communication
- Fake news and misinformation

- Digital footprints
- Online influence and algorithms
- Cyber safety and reporting concerns

Wellbeing

Pupils develop emotional literacy, resilience and healthy lifestyle habits.

Learning includes:

- Identifying and managing emotions
- Mental wellbeing
- Physical health
- Healthy eating
- Risk management
- Emergency response and first aid

Growing Up

Pupils learn age-appropriate information about puberty and human development. This ensures children feel informed, prepared and supported as they move through adolescence.

Teaching and Learning

Teachers create safe, respectful and inclusive classroom environments through the use of agreed ground rules and discussion protocols. Lessons include:

- Explicit vocabulary instruction.
- Retrieval of prior learning.
- Discussion and reflection opportunities.
- Scenario-based learning.
- Real-life application of knowledge.
- Opportunities for questioning and clarification.

- Regular checks for understanding.

The curriculum reflects Chacewater School's commitment to:

- Inclusivity and diversity.
- Safeguarding.
- British Values.
- Equality and protected characteristics.
- Pupil wellbeing.
- Personal development.

Adaptation and Inclusion

The curriculum is adapted to meet the needs of all learners. This includes:

- Scaffolded support for pupils with SEND.
- Accessible resources and learning materials.
- Visual supports and modelling.
- Opportunities for overlearning and retrieval.
- Sensitive handling of personal experiences and safeguarding concerns.

Strong links are made with:

- Safeguarding provision.
- Computing and online safety education.
- Science curriculum.
- Physical Education.
- Behaviour and Personal Development provision.
- School values and ethos.

Impact	The impact of our RSHE curriculum is seen through pupils who are knowledgeable, confident, respectful and increasingly prepared for life beyond primary school. Children at Chacewater School will: Know More • Understand how to maintain positive physical and mental health. • Recognise and manage a wide range of emotions. • Understand healthy and respectful relationships. • Know how to stay safe both offline and online. • Understand diversity, equality and inclusion. • Be aware of risks and know where to seek support. • Understand the physical and emotional changes associated with growing up. Remember More The carefully sequenced curriculum and recurring threads ensure that knowledge is revisited and strengthened over time. Pupils make meaningful connections between learning across year groups and can apply previous learning to new situations. Do More Children will be able to: • Communicate their feelings effectively. • Build healthy friendships and relationships. • Show empathy, kindness and respect. • Make informed decisions about their wellbeing. • Challenge prejudice and discrimination.
----------------------	--

- Apply online safety practices independently.
- Recognise unsafe situations and seek help appropriately.
- Demonstrate resilience and self-confidence.

Evidence of Impact

Impact is monitored through:

- Pupil voice interviews.
- Lesson observations.
- Learning walks.
- Discussion and questioning.
- Book evidence where appropriate.
- Staff assessment for learning.
- Behaviour and safeguarding records.
- Monitoring of participation and engagement.
- Subject leader evaluation and curriculum review.

Ultimately, our RSHE curriculum ensures that pupils leave Chacewater School as caring, respectful and responsible young people who have the knowledge, confidence and resilience to thrive in modern Britain and successfully transition to the next stage of their education.

'L E A P' Into RSHE (PSHE) at Chacewater

Locality - our local community is very important to us and we will make the most of local links available. Through exploration, investigation and enquiry we will make use of our local area of Chacewater and Cornwall and the people within it, so that children develop a sense of place, understand their heritage and can celebrate what makes our local area unique and special.

Engaging - we want all of the learning experiences we offer children to be memorable. Through thematic links when possible we will make sure learning is contextualised, is relevant and encourages a real 'thirst for learning'. We will have a broad offer of trips, residential visits and visitors which enhance our wider curriculum.

Aspiring and ambitious - we will ensure that our children understand that there is no limit to what they can achieve. We will embrace 'blue sky thinking' and our outcomes will reflect this. As much as we will celebrate our locality, we will also look beyond this, ensuring that we celebrate the diversity in the world that exists around us.

Powerful and purposeful - by making use of research, we will tailor our teaching to take account of ideas linked to the latest ideas around cognitive science and learning behaviours. We allow our children time to work collaboratively, share and discuss to empower them to become independent thinkers.

Chacewater School RSHE (PSHE) Overview

	<u>Autumn Term</u>			<u>Spring Term</u>			<u>Summer Term</u>		
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>		<u>Tolerance</u>	<u>Diversity</u>		<u>Law</u>	<u>Democracy</u>	
<u>Threads</u>	Wellbeing Emotions	Community	Healthy Relationships	Healthy Relationships	Power in Relationships	Online safety Media Influence	Online safety Online Lives	Wellbeing Physical Health <i>Risky Substances</i>	Wellbeing Staying Safe & Healthy <i>Growing up</i>
<u>Year 1</u>	How do I feel today?	Who am I? Who are you?	Who's in my family?	What makes a good friend?	When do I feel safe?	How do I decide what to do online?	What should I do if I feel unsafe online?	How can I look after my body?	How can I look after my body?
<u>Year 2</u>	What helps me to be happy?	Who is in my community?	What does a family look like?	How can we stop bullying?	Should I keep secrets?	Is everything I see online true?	Who should I talk to online?	How do I eat a balanced diet? <i>Risky substances: How do I stay safe at home?</i>	How can I take responsibility for my health?
<u>Year 3</u>	How can I manage my emotions?	What does it mean to be British?	How can I help my family?	Are friendships ever perfect?	Who does my body belong to?	How do I keep myself safe online?	How can I be kind and happy online?	How can I get active and eat well every day?	How can I stay safe while out and about?

<u>Year 4</u>	How can we add to our emotions toolkit?	How are we all different?	Do all families look the same?	Are all friends the same?	What does a healthy relationship feel like?	What is fake news?	How do I decide who to trust online?	What makes a balanced lifestyle?	How do I avoid getting ill? <i>Growing up Puberty: How will I change as I grow up?</i>
<u>Year 5</u>	How can we manage challenges?	How can we ensure fairness and respect for women and girls?	Is there such a thing as a perfect family?	How can I be a great friend?	How do I get help if I don't feel safe?	Who decides what I experience in the online world?	How do I thrive online?	Is it hard to be healthy? <i>Risky substances: Why do people get addicted?</i>	How can I avoid harm?
<u>Year 6</u>	How can we manage our emotions through periods of change?	How can we show respect to people of different races and cultures?	How can we live in harmony?	How can we have healthy boundaries	What are my boundaries?	How do I decide what is true online?	What should I share online?	How do I plan a healthy week? <i>Risky substances: Why do people use alcohol and drugs?</i>	How can I save a life? <i>Growing-up Puberty: What happens during adolescence?</i>

Sequence of Learning

Autumn: Year 1						
Unit title	Sequence of Lessons					
Wellbeing Emotions: How do I feel today?	Our emotions	Describe our feelings	Knowing how I feel	Managing our feelings		
Community Communities: Who am I? Who are you?	We are all unique	We are all equal	Respecting each other at school	Feeling safe at school		
Relationships Healthy relationships: Who's in my family?	Families are special	Family Connections	Different types of families			
Spring: Year 1						
Relationships Healthy relationships: What makes a good friend?	Being a good friend	Friends can be different	Friendships are important	Friends can disagree		
Relationships Power in relationships: When do I feel safe?	Feeling safe	Feeling safe at home	Feeling safe with family and careers	Finding help		

Online Safety Media influence: How do I decide what to do online?	Choosing what you do online	Careful sharing online	Having the right amount of screen time	Scary videos online	Getting a healthy balance online	
Summer: Year 1						
Online Safety Our online lives: What should I do if I feel unsafe online?	Having fun online	The online world	Feeling safe online	Online worries		
Wellbeing Physical health: How can I look after my body?	Why is exercise important	Sleep is important	My body is important	Having a healthy week		
Wellbeing Staying safe and healthy: How can I look after my body?	Dangers in the home	Dangers outside the home	Road Safety	Sun Safety		

Autumn Year 2						
Unit title	Sequence of Lessons					
Wellbeing Emotions: What helps me to be happy?	Our emotions toolkit: different feelings	Things that affect how we feel	Managing a range of emotions	Managing change		
Community Communities: Who is in my community?	The things we need to feel safe and happy	Helping others to feel welcome at school	The people in our school community	The people in our wider community	Celebrating difference	Me and the people around me
Relationships Healthy relationships: What does a family look like?	Families are important	All families are different	Families around the world			
Spring Year 2						
Relationships Healthy relationships: How can we stop bullying?	Making others feel welcome	Saying no kindly	Bullying at school	Stopping bullying		
Relationships Power in relationships: Should I keep secrets?	Private parts of our bodies	Difference between secrets and surprises	Respecting other people's bodies			
Online Safety Media influence: Is everything I see online true?	Spotting fakes	Understanding why people tell lies online	What to do if we see lies online	How to search online	Rules for staying safe online	
Summer Year 2						
Online Safety Our online lives: Who should I talk to online?	Deciding what to do online	People on the internet	Talking to people online	Sharing photos and videos online		

Wellbeing Physical health: How do I eat a balanced diet?	My favourite foods	Food is important	Healthy foods	My healthy food week		
Wellbeing Risky substances: How do I stay safe at home?	Being careful with chemicals	Avoiding dangerous medicines				
Wellbeing Staying safe and healthy: How can I take responsibility for my health?	Keeping clean and healthy	Emergencies				

Autumn Year 3						
Unit title	Sequence of Lessons					
Wellbeing Emotions: How can I manage my emotions?	Our emotions toolkit: strong emotions	Emotions and deep feelings	Managing strong emotions	Managing conflict in healthy ways		
Community Communities: What does it mean to be British?	Fundamental British values	Democracy	Rule of law	Individual liberty	Mutual respect and tolerance	
Relationships Healthy relationships: How can I help my family?	Healthy and safe families	Being a good family member	Asking for help			
Spring Year 1						
Relationships Healthy relationships: Are friendships ever perfect?	How to be a good friend	Disagreeing with friends	Healthy boundaries with friends	Making up after arguments		
Relationships Power in relationships: Who does my body belong to?	Amazing bodies	My body belongs to me				
Online Safety Media influence: How do I keep myself safe online?	Getting the right kind of screen time	The importance of wellbeing	Choosing what to do online	Sharing our personal information	Deciding who to trust online	How to be responsible online
Summer 1						
Online Safety Our online lives: How	Our favourite things online	What to do if we feel	The rules for friendship online	Deciding if a question is too personal	Keeping safe in the online world	

can I be kind and happy online?		uncomfortable online				
Wellbeing Physical health: How can I get active and eat well every day?	Keeping our bodies strong	Making an activity plan	Choosing food carefully	A healthy week		
Wellbeing Staying safe and healthy: How can I stay safe while out and about?	Staying safe near water	Dangers on the road	Staying safe near railways			

Year 4 Autumn						
Unit title	Sequence of Lessons					
Emotions Emotions: How can we add to our emotions toolkit?	Our emotions toolkit: self-esteem	Feeling down and lonely	Managing my emotions	Living happy lives		
Community Communities: How are we all different?	The Equality Act	Stereotypes and their impact	Prejudice and discrimination in Britain	Ageism		
Relationships Healthy relationships: Do all families look the same?	Celebrating difference in our community	Family changes	Challenges for families	Coping with grief	Helping each other to feel supported	
Spring Year 4						
Relationships Healthy relationships: Are all friends the same?	We are all similar, we are all different	Understanding gender stereotypes	Stopping sexism in our school	Including people		
Relationships Power in relationships: What does a healthy relationship feel like?	Healthy friendships	Healthy families	Pressure from friends	Pressure from adults		

Online Safety Media influence: What is fake news?	Understanding what we see online	Understanding bias	The problem with fake news	Deciding what is real and what is fake		
Summer 1 Year 4						
Online Safety Our online lives: How do I decide who to trust online?	Understanding who uses the internet	Understanding who we can interact with online	Communicating online safely	Knowing who to trust online		
Wellbeing Physical health: What makes a balanced lifestyle?	Healthy teeth	The importance of sleep and rest	Keeping my body healthy			
Wellbeing Staying safe and healthy: How do I avoid getting ill?	Keeping our bodies clean and healthy	Preventing the spread of disease	Sunburn, stings, allergies and anaphylaxis			
Growing up Puberty: How will I change as I grow up?	How we change during puberty	Menstruation	Staying clean during puberty			

Autumn Year 5						
Unit title	Sequence of Lessons					
Wellbeing Emotions: How can we manage challenges?	Our emotions toolkit: challenges	All emotions are important	Facing challenges			
Community Communities: How can we ensure fairness and respect for women and girls?	How women's rights have changed since the 1800s	Identifying gender stereotypes	Challenging gender stereotypes	Making the world a fairer place		
Relationships Healthy relationships: Is there such a thing as a perfect family?	No two families are the same	Family change and challenges				
Spring Year 5						
Relationships Healthy relationships: How can I be a great friend?	Building strong friendships	Repairing damaged friendships	Maintaining friendships	Changing and ending friendships		
Relationships Power in relationships: How do I get help if I don't feel safe?	Understanding peer pressure	Finding support when I feel unsafe	Feeling powerful			
Online Safety Media influence: Who decides what I	Understanding online influencers	How algorithms influence what we see	Understanding my power online	The power of data		

experience in the online world?						
Summer Year 5						
Online Safety Our online lives: How do I thrive online?	Dangers to watch out for in the online space	Group chats	Online comparisons	Thriving online		
Wellbeing Physical health: Is it hard to be healthy?	How to have a healthy and balanced week	Differences in our health	Pressure to look a certain way			
Wellbeing Risky substances: Why do people get addicted?	The facts about smoking and vaping	Understanding addiction				
Wellbeing Staying safe and healthy: How can I avoid harm?	Identifying hazards	Fire safety, burns and fireworks	Reporting an emergency	The importance of vaccines		

Autumn Year 6						
Unit title	Sequence of Lessons					
Wellbeing Emotions: How can we manage our emotions through periods of change?	Our emotional toolkit: handling transition	We all have mental health	We are unique			
Community Communities: How can we show respect to people of different races and cultures?	Being British	The history of racism in Britain	The arrival of the Windrush generation	Diversity in modern Britain	Discrimination and law in Britain	Feeling like we belong
Relationships Healthy relationships: How can we live in harmony?	Healthy romantic relationships	Love, living together, marriage and civil partnership				
Spring Year 6						
Relationships Healthy relationships: How can we have healthy boundaries?	Being an inclusive friend	Respecting boundaries in friendships	Pressure to change boundaries	Mapping our boundaries		
Relationships Power in relationships:	Why saying 'no' is important	Understanding my boundaries				

What are my boundaries?						
Online Safety Media influence: How do I decide what is true online?	Online motivations and bias	Recognising fake and AI-generated images	Algorithms and echo chambers	Verifying what I see online	Finding health information online	
Summer Year 6						
Online Safety Our online lives: What should I share online?	Deciding what to share online	Peer pressure online	Power in the online space	Discrimination in the online space		

Wellbeing Physical health: How do I plan a healthy week?	Creating a healthy meal	Enjoying an active week				
Wellbeing Risky substances: Why do people use alcohol and drugs?	The facts about alcohol	The facts about drugs				
Wellbeing Staying safe and healthy: How can I save a life?	Basic first aid	Head injuries	What is asthma?			
Growing-up Puberty: What happens during adolescence?	Physical changes during puberty	Male and female changes during puberty	Emotional changes during puberty			

Chacewater School Assembly Map

Week			Whole School Assembly (Monday & Friday)	KS Assemblies (KS2 Tuesday & KS1 Thursday)	Singing/Music (Every Wednesday)
					A: GUSTAV HOLST B: JOHN WILLIAMS
1			Welcome Back & Values	What's in the news?	"
2			RESPECT - Value Exploration	Respect - KS1 and KS2 focus	"
3			Positive Behaviour Choices	What's in the news?	"
4			How we stay safe	What's in the news?	"
5			Black History Month	What's in the news?	"
6			Our Brain and How We Learn	What's in the news?	"
7			HARVEST	HARVEST	"
Autumn 2 - LIBERTY					A: LOUIS ARMSTRONG B: TRACY CHAPMAN
1			LIBERTY - Value Exploration	Halloween and Bonfire Safety Diwali	"
2			Remembrance Day	What's in the news?	"

3			Children in Need	What's in the news?	"
4			NSPCC Speak Out Stay Safe	What's in the news?	"
5			Disability Awareness	What's in the news?	Christmas Songs
6			Human Rights	What's in the news?	"
7			Hanukkah	What's in the news?	"
Spring 1 - TOLERANCE					A: CELTIC MUSIC B: LOCAL BANDS
1			TOLERANCE - Value Exploration	Tolerance - KS1 AND KS2 exploration	"
2			Coping with Pressure (Mental Health Focus)	What's in the news?	"
3			Be Brilliant - 4Rs	Dr. Martin Luther King	"
4			Holocaust Memorial	What's in the news?	"
5			Protected Characteristics - UN Rights	What's in the news?	"
6			Mental Health Week	Safer Internet Day/Week	"
Spring 2 - DIVERSITY					A: DOLLY PARTON B: BRAHMS
1			DIVERSITY - Value Exploration	Diversity - KS1 and KS2 exploration	"
2			World Book Day	What's in the news?	"

3			Road Safety	What's in the news?	"
4			Red Nose Day!	What's in the news?	"
5			Ramadan	What's in the news?	"
6			Easter	What's in the news?	"
Summer 1 - LAW					A: MOZART B: BEETHOVEN
1			LAW - Value Exploration	LAW - KS1 and KS2 exploration	"
2			St. George's Day	What's in the news?	"
3			Monarchy!	What's in the news?	"
4			Curiosity	What's in the news?	"
5			Disability Awareness	What's in the news?	"
6			Climate Awareness	What's in the news?	"
Summer 2 - DEMOCRACY					A: NINA SIMONE B: BOB MARLEY
1			DEMOCRACY - Value Exploration	DEMOCRACY - KS1 and KS2 exploration	"
2			World Refugee Day	What's in the news?	"
3			Windrush Day	What's in the news?	"
4			Environment	What's in the news?	"

5			Environment	What's in the news?	"
6			Summer Show	What's in the news?	"
7			Managing Change	What's in the news?	"