

RHSE Golden Threads and Sticky knowledge

Cornerstones	Buttercups	Poppy	Willow	Oakwood
Relationships and Sex Education	Building Relationships Show sensitivity to their own and to others' needs Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Building Relationships Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers	Being Safe Online relationships & Media Feeling & Attitudes Identity Family & Friendship, Relationships	Being Safe Online relationships & Media Feeling & Attitudes Identity Family & Friendship, Relationships	Being Safe Online relationships & Media Feeling & Attitudes Identity Family & Friendship, Relationships
Digital and Media Literacy	<i>'Introduction to data' unit on Kapow</i>	Online Content and Critical Thinking Self-Image and Mental Health and Wellbeing Online Relationships and Cyberbullying Online Reputation Staying Safe Online	Online Content and Critical Thinking Self-Image and Mental Health and Wellbeing Online Relationships and Cyberbullying Online Reputation Staying Safe Online	Online Content and Critical Thinking Self-Image and Mental Health and Wellbeing Online Relationships and Cyberbullying Online Reputation Staying Safe Online
Emotional Health and Wellbeing	Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.	Emotional Resilience & Sense of self Wellbeing & Transition	Emotional Resilience & Sense of self Wellbeing & Transition	Emotional Resilience & Sense of self Wellbeing & Transition
Physical Health and Wellbeing	Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Drugs, Alcohol & Tobacco Keeping Safe & Risks Keeping Safe & Emergencies Hygiene & Protecting your Health Eating Well and Being Active	Drugs, Alcohol & Tobacco Keeping Safe & Risks Keeping Safe & Emergencies Hygiene & Protecting your Health Eating Well and Being Active	Drugs, Alcohol & Tobacco Keeping Safe & Risks Keeping Safe & Emergencies Hygiene & Protecting your Health Eating Well and Being Active
	2021-22 Who am I? (Ourselves)	2021-22	2021-22	How can we live sustainably? (Rainforest)

	How to be together (Space) Where do we live (Britain)	What does it mean to be a child? (Play & toys) Why was the Fire of London 'Great'? What can we discover in the water?	How is deforestation affecting the planet? (Rainforest) How did communities support each other in the war? (WW2) How did the events of the 1960s shape the world?	How can major events shape our lives? (WW2) Can young people change the world? (1960s)
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Golden Threads:

1. Relationships & Sex education
2. Digital and Media literacy
3. Emotional health and wellbeing
4. Physical health and wellbeing

Sticky Knowledge linked to the Golden Threads

Poppy - Year 2

	Autumn		Spring		Summer	
Relationships & Sex education	-To be able to recognise the physical signs of feeling unsafe. -To know where to get help and who can help them. -Identify why and when some things			-To know when to say no and recognise unsafe situations -Name parts of the body (male and female) and understand private parts of our body		

	need to be kept private and why.			-To respect others' needs, feelings and opinions		
Digital and Media literacy		-know how to safely access information online. -identify and explain rules that help keep us safe and healthy in and beyond the home when using technology -to know how to seek help if you come across something upsetting			-to begin to question information online -recognise that some people may pretend to be someone else online and why -understand how to behave positively online	
Emotional health and wellbeing			-To be able to name their feelings (positive and negative) -To recognise ways to make ourselves and others feel better. -to identify what makes a good friend			-To recognise facial expression and body language -To identify ways to manage feelings we are unsure about. -To identify what makes us unique

Physical health and wellbeing			-To recognise safe and unsafe medicines -To understand how to keep safe and healthy -To recognise an emergency or dangerous situation			-To recognise things that could be dangerous to our bodies -To identify safety choices -Identify basic personal hygiene (germs)
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Willow – Year 3/4

	Autumn		Spring		Summer	
Relationships & Sex education	- To recognise the physical signs our bodies give us when we are feel unsafe or scared -To understand body privacy and the right to 'body space'			-To understand 'fight or flight' -To know when to keep a secret -To know the difference between appropriate and inappropriate touch.		

	-Understand the physically changes during puberty (male and female)			-To identify some of the ways that humans change, physically and emotionally		
Digital and Media literacy		-To be able to think critically online -To know when to seek help if you feel uncomfortable online -To describe strategies for staying safe online.			-To recognise online vs offline identity. -To identify how to keep information private -demonstrate an understanding of how programs work.	
Emotional health and wellbeing			-describe emotions (positive and negative) -To define self-esteem and how it is developed -To describe strategies to sue when difficulties in friendships arise.			-To describe ways to manage strong feelings -identify achievements -identify how to deal with change
Physical health and wellbeing	-explain good and bad drugs and the effect on our bodies -identify ways to keep our bodies healthy			-identify potentially dangerous substances -recognise what to do in an emergency - explain how healthy eating, physical activity,		

	-describe simple hygiene routines that reduce the spread of germs			rest and relaxation can support all aspects of wellbeing – physical, mental and emotional		
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Oakwood - Year 5/6

	Autumn		Spring		Summer	
Relationships & Sex education	-To understand 'gut instinct' -To understand consent -To know that they have rights over their bodies -To identify parts of the reproductive system in males and females and describe their functions				To understand what to do if they are made to feel uncomfortable. - To recognise the physical signs our bodies give us when we are feel unsafe or scared -To explore different types of relationships	
Digital and Media literacy		- explain why information that is on a and in the media large number of sites may still be		-understand some people may give me information to manipulate my actions and thinking online		

		<p>inaccurate or untrue</p> <ul style="list-style-type: none"> - To know the importance of managing time online and identify the potential harms of overuse -define what cyberbullying is 		<ul style="list-style-type: none"> -be able to challenge gender representation online and consider how this impacts on our offline identity -be able to use online tools such as flagging, reporting and blocking to mitigate the risk. 		
Emotional health and wellbeing			<ul style="list-style-type: none"> -To explain things we can do when we experience strong emotions. -To explain how the media can affect our own body image -To recognise what we mean by health and wellbeing 			<ul style="list-style-type: none"> - to explain why it is important to take notice of and express our feelings about loss and change. -to identify long term goals -to identify ways of making the most of opportunities/changes
Physical health and wellbeing	<ul style="list-style-type: none"> -Understand and be able to know when and how to get help in a variety of situations, including when someone is at risk 			-	<p>Understand how to identify hazards to health</p> <ul style="list-style-type: none"> - Show an understanding of personal responsibility for keeping safe and 	

	<p>through doing something illegal.</p> <ul style="list-style-type: none"> - be able use some strategies to resist unwanted pressure -explain how to maintain good health (inc hygiene) 				<p>how this changes and develops with age</p> <ul style="list-style-type: none"> -identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world. 	
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