

RHSE Golden Threads and Sticky knowledge

Cornerstones	Buttercups	Poppy	Willow	Oakwood
Relationships and Sex Education	<p>Building Relationships Show sensitivity to their own and to others' needs</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>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</p> <p>Building Relationships Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers</p>	<p>Being Safe</p> <p>Online relationships & Media</p> <p>Feeling & Attitudes</p> <p>Identity</p> <p>Family & Friendship, Relationships</p>	<p>Being Safe</p> <p>Online relationships & Media</p> <p>Feeling & Attitudes</p> <p>Identity</p> <p>Family & Friendship, Relationships</p>	<p>Being Safe</p> <p>Online relationships & Media</p> <p>Feeling & Attitudes</p> <p>Identity</p> <p>Family & Friendship, Relationships</p>
Digital and Media Literacy	<i>'Introduction to data' unit on Kapow</i>	<p>Online Content and Critical Thinking</p> <p>Self-Image and Mental Health and Wellbeing</p> <p>Online Relationships and Cyberbullying</p> <p>Online Reputation</p> <p>Staying Safe Online</p>	<p>Online Content and Critical Thinking</p> <p>Self-Image and Mental Health and Wellbeing</p> <p>Online Relationships and Cyberbullying</p> <p>Online Reputation</p> <p>Staying Safe Online</p>	<p>Online Content and Critical Thinking</p> <p>Self-Image and Mental Health and Wellbeing</p> <p>Online Relationships and Cyberbullying</p> <p>Online Reputation</p> <p>Staying Safe Online</p>
Emotional Health and Wellbeing	<p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>Emotional Resilience & Sense of self</p> <p>Wellbeing & Transition</p>	<p>Emotional Resilience & Sense of self</p> <p>Wellbeing & Transition</p>	<p>Emotional Resilience & Sense of self</p> <p>Wellbeing & Transition</p>
Physical Health and Wellbeing	<p>Managing Self Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>Managing Self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p>	<p>Drugs, Alcohol & Tobacco</p> <p>Keeping Safe & Risks</p> <p>Keeping Safe & Emergencies</p> <p>Hygiene & Protecting your Health</p> <p>Eating Well and Being Active</p>	<p>Drugs, Alcohol & Tobacco</p> <p>Keeping Safe & Risks</p> <p>Keeping Safe & Emergencies</p> <p>Hygiene & Protecting your Health</p> <p>Eating Well and Being Active</p>	<p>Drugs, Alcohol & Tobacco</p> <p>Keeping Safe & Risks</p> <p>Keeping Safe & Emergencies</p> <p>Hygiene & Protecting your Health</p> <p>Eating Well and Being Active</p>

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 1/2

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 need to be kept private and why.			-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 -To respect others' needs, feelings and opinions		
Digital and Media literacy		-know how to safely access information online. -identify and explain rules that			-to begin to question information online -recognise that some people may	

		<p>help keep us safe and healthy in and beyond the home when using technology</p> <ul style="list-style-type: none"> -to know how to seek help if you come across something upsetting 			<p>pretend to be someone else online and why</p> <ul style="list-style-type: none"> -understand how to behave positively online 	
Emotional health and wellbeing			<ul style="list-style-type: none"> -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 			<ul style="list-style-type: none"> -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			<ul style="list-style-type: none"> -To recognise safe and unsafe medicines -To understand how to keep safe and healthy -To recognise an emergency or dangerous situation 			<ul style="list-style-type: none"> -To recognise things that could be dangerous to our bodies -To identify safety choices -Identify basic personal hygiene (germs)

Willow – Year 3/4

<p>Relationships & Sex education</p>	<ul style="list-style-type: none"> - 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' -Understand the physically changes during puberty (male and female) 			<ul style="list-style-type: none"> -To understand 'fight or flight' -To know when to keep a secret -To know the difference between appropriate and inappropriate touch. -To identify some of the ways that humans change, physically and emotionally 		
<p>Digital and Media literacy</p>		<ul style="list-style-type: none"> -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. 			<ul style="list-style-type: none"> -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 use 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 -describe simple hygiene routines that reduce the spread of germs			-identify potentially dangerous substances -recognise what to do in an emergency - explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing – physical, mental and emotional		

Oakwood - Year 5/6

Relationships & Sex education	-To understand 'gut instinct'				To understand what to do if they	
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	<ul style="list-style-type: none"> -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 				<ul style="list-style-type: none"> 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		<ul style="list-style-type: none"> - explain why information that is on a and in the media large number of sites may still be inaccurate or untrue - 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"> -understand some people may give me information to manipulate my actions and thinking online -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 through doing something illegal. - be able use some strategies to resist unwanted pressure -explain how to maintain good health (inc hygiene) 			<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> Understand how to identify hazards to health - Show an understanding of personal responsibility for keeping safe and how this changes and develops with age -identify and demonstrate a range if ways of asking for help in a range of stations in both the real and virtual world. 	