

Intent

Each family has its own values and beliefs, each family is made up differently. It is important that children feel equally valued, equally heard, and the diversity within our school is not only acknowledged but embraced through our RSHE curriculum and celebrated within our school.

With safeguarding as it's priority, our RSHE curriculum ensures children are equipped to deal with day to day life as young people. With a robust, adaptable and progressive approach our children are provided with the safe environment to be curious learners who can make informed choices. We are confidently providing them with the necessary foundations to become successful adults and valued members of our community.

Specific Knowledge

Key Vocabulary

Word	Definition
Healthy	Making choices to keep ourselves fit and well
Unhealthy	Not having good health or making healthy choices
Harmful	Something that is not safe
Hygiene	Staying clean and healthy
Age-restrictions	Stopping children from using, playing with or taking
Poisonous	Something that will make you very poorly or kill you if you eat or drink it

Enabling Knowledge

Identifying different ways to keep healthy (Baseline: Outline of body activity—how do medicines get inside the body etc.)

Talking about the people whose job it is to help keep us safe

Demonstrating simple hygiene routines that stop germs from spreading

Naming different feelings and understanding that things that people put into their body or on their skin can affect how they feel

Talking about rules and age restrictions

Understanding how medicines can help people stay healthy and that household products (including medicines) can be harmful if not used correctly. (Summative assessment: complete activity Layla and Luke)

How do previous questions/topics link to the current topic?

We have already looked at being safe and being healthy in RSHE this year.

We understand hygiene and we are beginning to assess risk.



Things to think about

What is a vaccination?



Why do some people take medicines all the time?



When should I ask a trusted adult for help?



Assessment—apply learning:

I can talk about how medicines get into the body (week 1) and assess the risk of taking something when I am not sure what it is (week 6). I understand I should not take medicines without a grown up and I should not touch household products.