

Frank Barnes School for Deaf Children
Relationships Education, Relationships and Sex Education and Health Education Curriculum

EYFS	Personal, Social and Emotional Development	Understanding the World	Physical Development
	Making Relationships Self-Confidence and Self-Awareness Managing Feelings and Behaviour	People and Communities The World Technology	Health and Self-Care

Year	Topic	Topic	Topic	Topic	Topic	Topic
1	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
2	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
3	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
4	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
5	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
6	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up

Relationships

Health and Wellbeing

Living in the Wider World

Year 1 – Together Everyone Achieves More

Learning Objectives	Resources	Assessment
• I can talk about the teams I belong to. • I can be a good listener. • I can explain how to be kind and why it is important. • I can talk about unkind behaviour like teasing and bullying. • I can explain how to be a positive learner. • I can identify good and not-so-good choices.	• Examples of team symbols that are familiar to the child, such as the school uniform and the school logo or house point colours. • Interlocking cubes. • Colouring pencils. • Clipboard – one per child. • Small whiteboards & pens. • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. Twinkl: PSHE and Citizenship KS1 TEAM Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-team-unit-pack-t-lf-2549552	• Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.

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PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
• To understand the roles different people (e.g. acquaintances, friends and relatives) play in our lives • to identify the people who love and care for them and what they do to help them feel cared for • to recognise the ways in which they are the same and different to others • about the different groups they belong to • about how to treat themselves and others with respect; how to be polite and courteous • how to listen to other people and play and work cooperatively • about how to recognise when they or someone else feels lonely and what to do • about what is kind and unkind behaviour, and how this can affect others • about how to treat themselves and others with respect; how to be polite and courteous • how to ask for help if a friendship is making them feel unhappy • that bodies and feelings can be hurt by words and actions; that people can say hurtful things online • about how people may feel if they experience hurtful behaviour or bullying • that hurtful behaviour (offline and online) including teasing, name-calling, bullying	• A team must have a leader. • Mistakes are bad. (It's okay to make mistakes. We learn from mistakes.) • Teasing is cruel. (Some jokes are fun.)	• British Values • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness,	From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

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and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult • to identify what they are good at, what they like and dislike • that everyone has different strengths	permission seeking and giving, and the concept of personal privacy. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.	
BSL Vocabulary Video: https://youtu.be/ISr6c1GPtEI Vocabulary: Active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind.		

Year 1 – Think Positive

Learning Objectives	Resources	Assessment
• I can understand how happy thoughts can make me feel good. • I can make good choices and consider the impact of my decisions. • I can set myself goals and consider how to achieve them. • I can discuss my feelings and opinions with others and cope with difficult emotions. • I can discuss things I am thankful for and focus on what I do have, rather than what I don't have. • I can focus on what is happening now and how I am feeling.	• Beanbags • Stopwatches • Paperclips • Drawing pins- one per child • Wooden dowel/rod (approx. 30cm long): one per child. • Selotape • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. Twinkl: PSHE and Citizenship KS1 Think Positive Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-think-positive-unit-pack-t-lf-2549649	• Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.

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PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- about what keeping healthy means; different ways to keep healthy - about different feelings that humans can experience - how to recognise and name different feelings - how feelings can affect people's bodies and how they behave - about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) - different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good - to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it - about what is kind and unkind behaviour, and how this can affect others - to identify what they are good at, what they like and dislike - how to manage when finding things difficult - about how to recognise when they or someone else feels lonely and what to do - how to talk about and share their opinions on things that matter to them.	- You have to be happy all the time. - It is okay if you don't feel okay. - You have to feel one emotion. (It is ok to feel different emotions, all emotions are valid.)	- PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to	Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate

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	undertake social action, active citizenship and voluntary service to others locally or more widely. It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.	and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
BSL Vocabulary Video: TBC Vocabulary: achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worried.		

Year 1 – Diverse Britain

Learning Objectives	Resources	Assessment
- I can describe ways that I can help my school community. - I can describe ways that I can be a good neighbour. - I can identify things that help and harm my neighbourhood. - I can describe what it is like to live in the British Isles. - I can explore how people living in the British Isles can be different and how they are the same. - I can talk about being British and living in the British Isles.	- Large sheets of paper. - Coloured pens or pencils. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship KS1 Diverse Britain Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-diverse-britain-unit-pack-t-lf-2549556	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- about what rules are, why they are needed, and why different rules are needed for different situations - about the different groups they belong to - about what is kind and unkind behaviour, and how this can affect others - about the different roles and responsibilities people have in their community	- Skin colour is associated with religion. - Only white people live in Britain. - Addressing stereotypes e.g., nail shops, markets, terrorists.	- British Values - LGBTQ+ - Religious Education - Geography - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development

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• how people and other living things have different needs; about the responsibilities of caring for them • about things they can do to help look after their environment • how to talk about and share their opinions on things that matter to them • to recognise the ways, they are the same as, and different to, other people • to recognise the ways in which they are the same and different to others.		• Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.	Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
BSL Vocabulary Video: TBC Vocabulary: accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom		

Year 1 – Be Yourself

Learning Objectives	Resources	Assessment
- I can talk about what makes me special. - I can name some of the different feelings I have and can describe how they feel. - I can talk about things I like that make me feel happy. - I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings. - I can discuss how change and loss make me feel. - I can share what I think and feel with confidence.	- Large piece of paper. - Sticky Notes. - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship KS1 Be Yourself Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-be-yourself-unit-pack-t-lf-2549578	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- how to recognise and name different feelings - how feelings can affect people's bodies and how they behave - to recognise that not everyone feels the same at the same time, or feels the same about the same things - about ways of sharing feelings; a range of words to describe feelings - different things they can do to manage big feelings, to help calm themselves down	- Everyone has to be the same. - Being different/unique is weird. - It's not okay to feel unconfident.	- Careers/Aspirations - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

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and/or change their mood when they don't feel good • how to talk about and share their opinions on things that matter to them • to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it • about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better • to recognise what makes them special to recognise the ways in which we are all unique • to identify what they are good at, what they like and dislike.	A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.	Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
BSL Vocabulary Video: TBC Vocabulary: angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions, feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried.		

Year 1 – It's My Body

Learning Objectives	Resources	Assessment
• I know I can choose what happens to my body. • I can make healthy choices about sleep and exercise. • I can make healthy choices about food and drink. • I know how to keep my body clean. • I know what is safe to eat or drink. • I can choose to keep my mind and body healthy and safe.	• Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. Twinkl: PSHE and Citizenship KS1 It's My Body Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-its-my-body-unit-pack-t-lf-2549655	• Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
• to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private • about how to respond if physical contact makes them feel uncomfortable or unsafe • about knowing there are situations when they should ask for permission and also when their permission should be sought • about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)	• All junk food is bad for you. • You must wash your hair every day. • Exercise is boring.	• Science • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
• what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard • about what keeping healthy means; different ways to keep healthy • about how physical activity helps us to stay healthy; and ways to be physically active everyday • about why sleep is important and different ways to rest and relax • about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV • about foods that support good health and the risks of eating too much sugar • about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health • about the people who help us to stay physically healthy • simple hygiene routines that can stop germs from spreading • that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy	The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.	Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing. Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid. Pupils should also be taught the benefits of hobbies, interests and participation in their own

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• that household products (including medicines) can be harmful if not used correctly • about things that people can put into their body or on their skin; how these can affect how people feel.		communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
BSL Vocabulary Video: TBC Vocabulary: bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash.		

Year 1 – Aiming High

Learning Objectives	Resources	Assessment
- I can think of star qualities I already have and those I would like to develop. - I can explain how a positive learning attitude can help me. - I can talk about jobs that people can do and tell my friends what I want to be when I grow up. - I can understand that it is a person's interests and skills that make them suited to doing a job. - I can think about things I would like to achieve in the future. - I can think about changes which might happen to me and consider how I feel about them.	- Coloured pens and pencils - Sugar paper - Sticky notes - Colourful interlocking cubes - Interactive Whiteboard. - Computer / Printer / iPads. - Pupils' PSHE workbooks. - PowerPoint Slides. - Activity sheets. - Internet. - Pens / Pencils / Ruler / Rubbers. - Photo/Picture Flashcards. - Topic Books. Twinkl: PSHE and Citizenship KS1 Aiming High Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-aiming-high-unit-pack-t-lf-2549551	- Children's Workbooks. - Questioning. - Discussions & Responses. - Worksheets. - Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
- to recognise what makes them special - how to manage when finding things difficult - that everyone has different strengths - to identify what they are good at, what they like and dislike - that everyone has different strengths about some of the strengths and interests someone might need to do different jobs	- You must go to university. - Deaf people can't... - Success is making lots of money.	- Careers/Aspirations - PSHE - Relationships Education - Health Education - Citizenship - BSL and English Communication and Language Development - Literacy

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• to recognise the ways in which they are the same and different to others • how to talk about and share their opinions on things that matter to them • different jobs that people they know or people who work in the community do • that jobs help people to earn money to pay for things • about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.	DfE Relationships Education and Health Education Statutory Guidance It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
BSL Vocabulary Video: https://youtu.be/uMlms3a1BsE Vocabulary: achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training		