



# The Golden Thread

Our RSHEE Curriculum

# The Golden Thread

CARING  
FRIENDSHIPS



ECONOMIC  
WELLBEING



HEALTH AND  
WELLBEING



FAMILIES AND  
PEOPLE WHO  
CARE FOR US



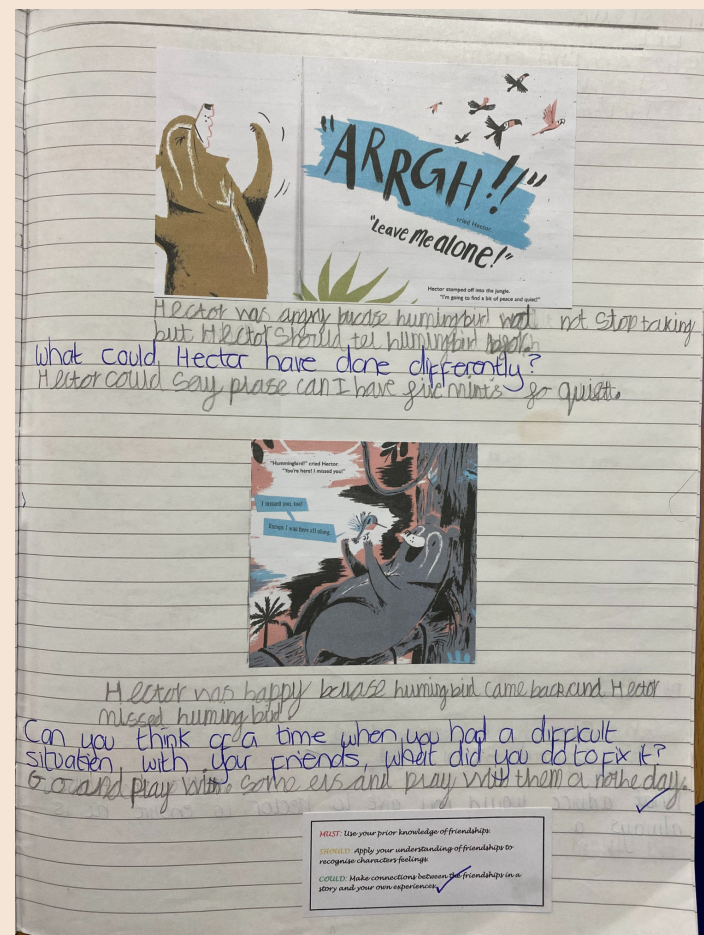
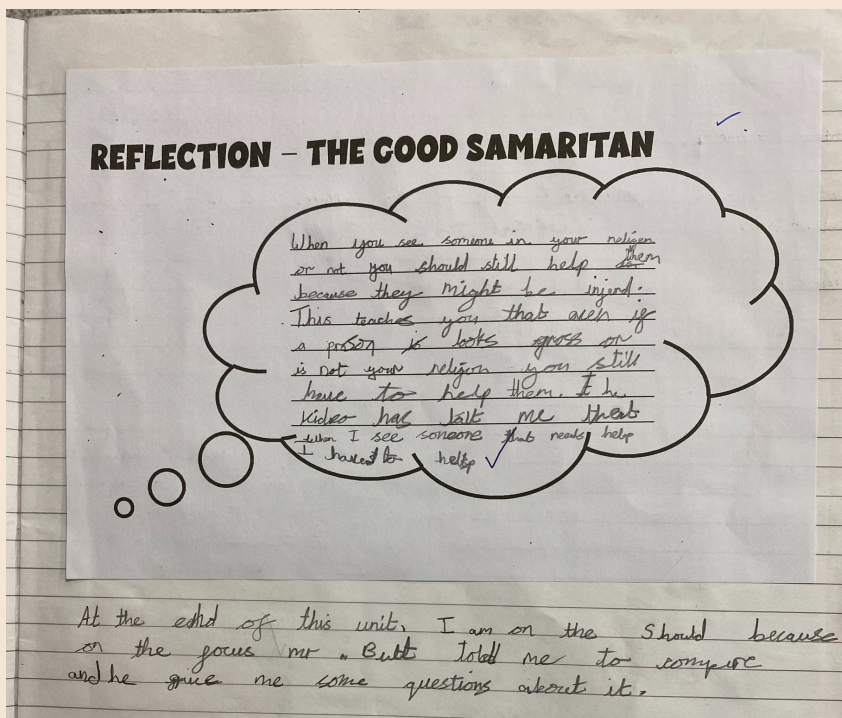
WHAT IT  
MEANS TO BE  
HEALTHY



INTERNET  
SAFETY



# CARING FRIENDSHIPS



RSHE Caring Friendships
Children understand friendships can be multi-faceted and can critically evaluate moral dilemmas in texts, reflecting this back to their own experiences.
Children can recognise within texts positive and negative relationships, what can be done to supports these and when intervention from others may be beneficial.
Children can suggest strategies for conflict resolution within a text and can justify their reasoning.
Children can identify the themes of mutual respect, truthfulness, loyalty, kindness, generosity and trust across a range of texts.
Children can draw conclusions from a text about what makes a good friend.
Children can make connections between stories with a moral about friendships to their own life.
Children can recognise character's emotions and relationships within texts.
Children begin to recognise character's emotions using pictures to support them.
Children respond to stories in a way that is appropriate to the emotion portrayed.
Within stories, children recognise what is right and wrong.
Starts to read and understand facial expressions.

*What does this look like?*

In Year 4, this strand was taught using a dual teaching opportunity with RE, exploring what religions teach us about being a good friend.

In Year 2, pupils learnt about what the attributes of a good friend are and how they can develop their own friendships.



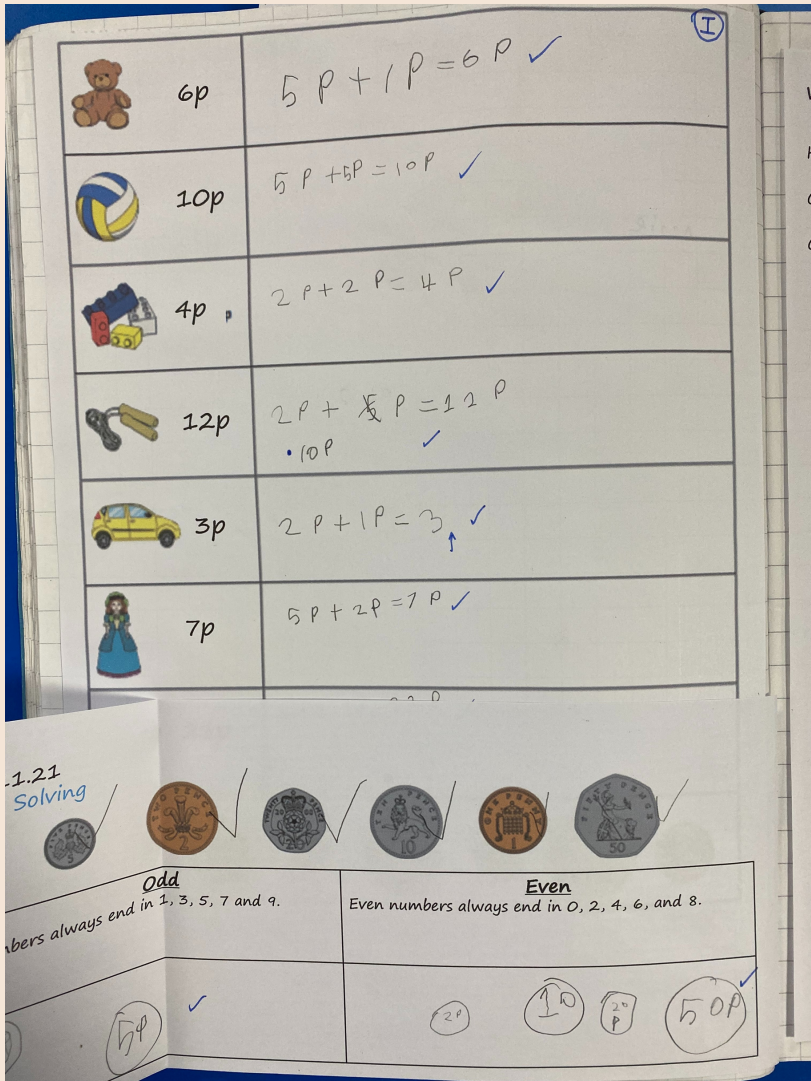


RSHE Economic Wellbeing
Understands the range of influences on their financial decisions, and recognises financial exploitation
Understands the potential risks and consequences of money, such as money can be won, stolen, lost etc.
Understands the importance of budgeting, as well as saving
Understands the importance of saving money and the impact that this could have on the future.
Understands the different ways of being able to keep track of money.
Identify the ways that money can impact on people's feelings and emotions.
Understands the difference between wants and needs in relation to money, and the priority of spending decisions. Discuss aspirations for their economic future.
Recognises coins and has an understanding of their value.
Understands that jobs are a source of income.
Recognises that to buy items you need money, that money comes in different forms and where money comes from.
Understands that coins exist.

What does this look like?

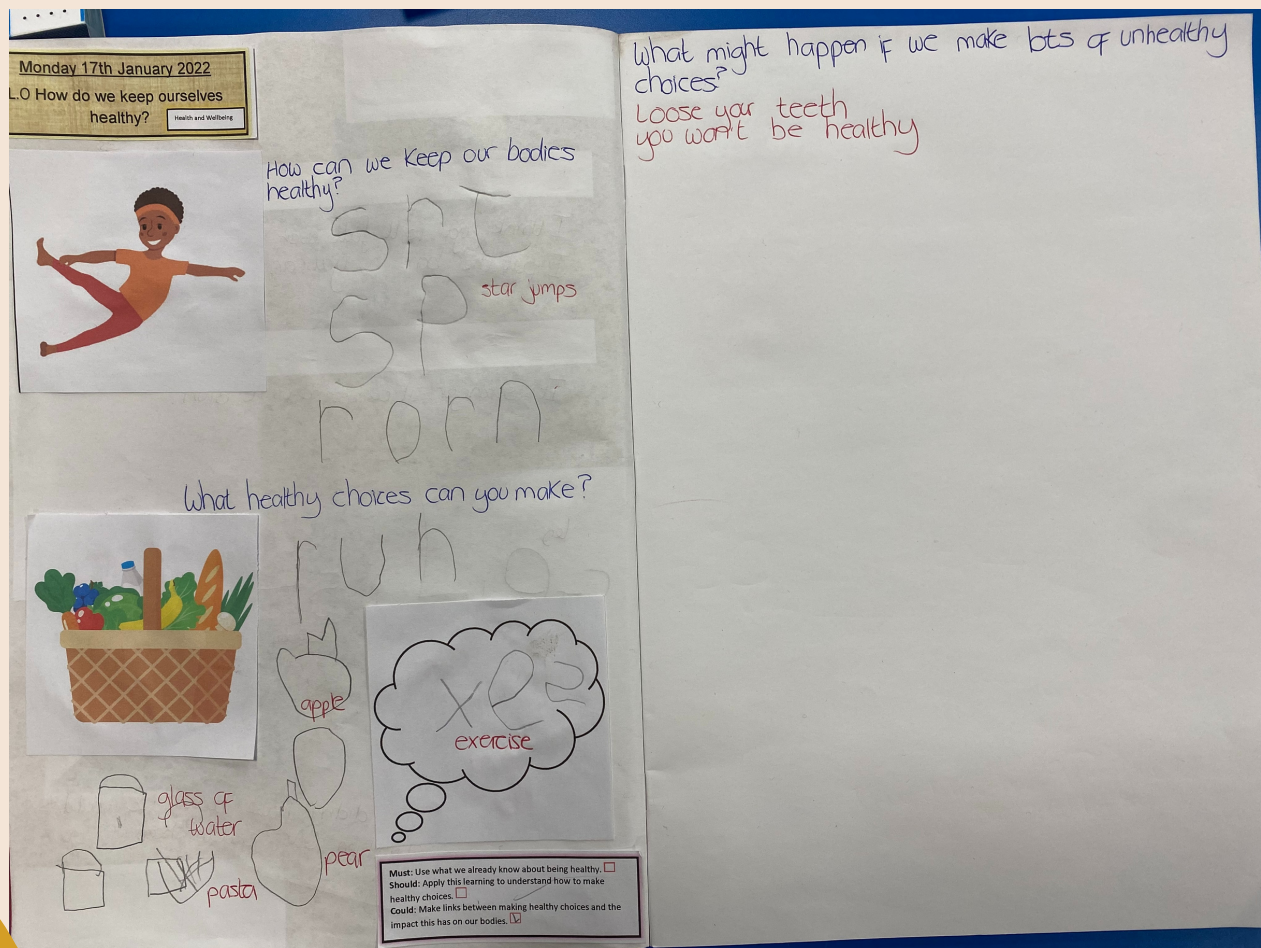
In Year 1, pupils discussed economic wellbeing when learning about money and buying toys during maths lessons.

# ECONOMIC WELLBEING





# HEALTH AND WELLBEING



RSHE
Health & Wellbeing
Understand how, when and who to reach out to for support when experiencing worries about health and wellbeing.
Recognise that people may experience mental ill health, and that there are a range of strategies to support this.
Understand that negative experiences can have a long term impact on mental health and wellbeing.
Understand how activities such as: physical exercise, community participation and voluntary work can positively impact on health, wellbeing and happiness.
Understand that there can be negative impacts on the wellbeing of yourself and others (e.g. bullying, body image, relationships as appropriate).
Can gain an awareness and understanding of what is meant by mental wellbeing.
Aquires simple self-care techniques, and understands the benefits, for example sleep, hobbies and relationships etc.
Has an awareness of the positive and negative impacts of basic hygiene and healthy choices.
Can manage own basic hygiene and personal needs, by making healthy choices.
Know and talk about the different factors that support their overall health and wellbeing.
Can understand what a healthy choice is.

*What does this look like?*

In Reception, the children explored the question, 'How do we keep ourselves healthy?'. This focussed on how we can keep our bodies and minds healthy and included a visit from the dentist to talk about oral hygiene.



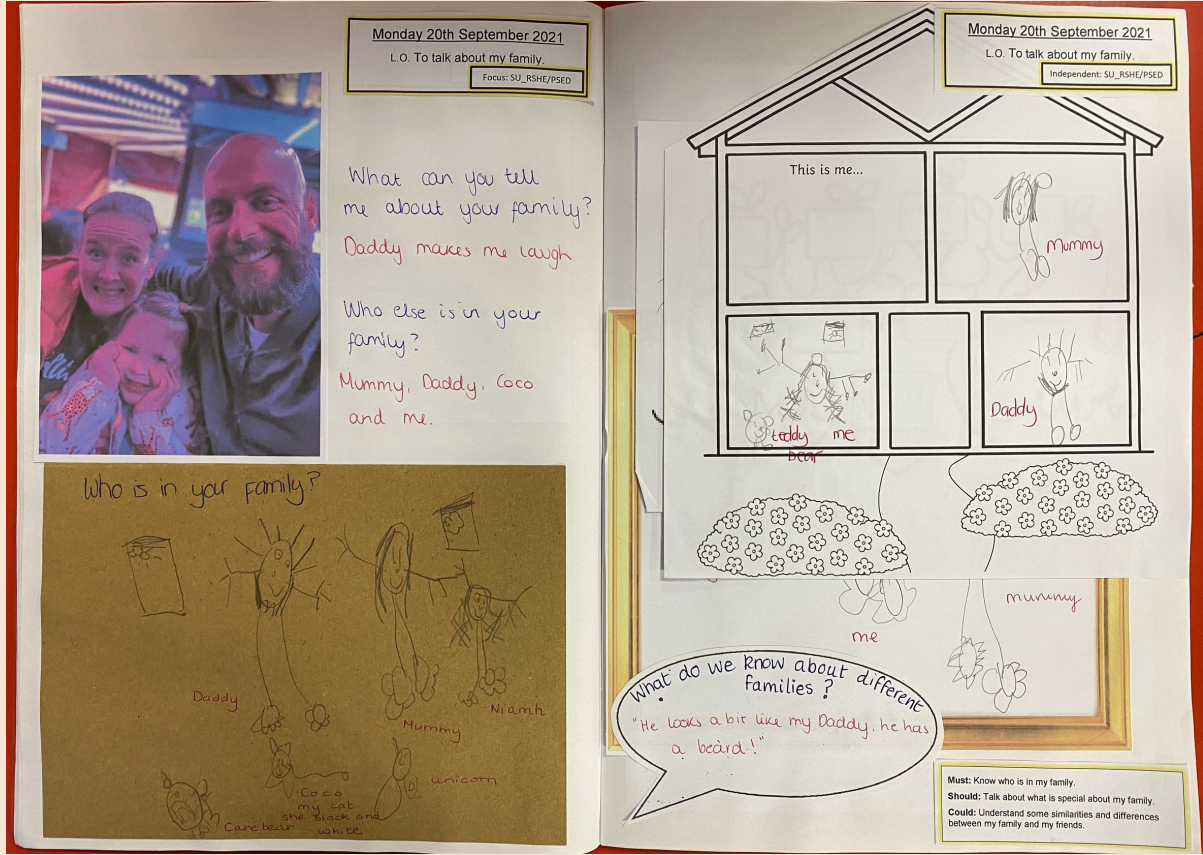


What does this look like?

In Reception, this strand was taught by thinking about families and the people within them, understanding the importance of having safe, trusting relationships.

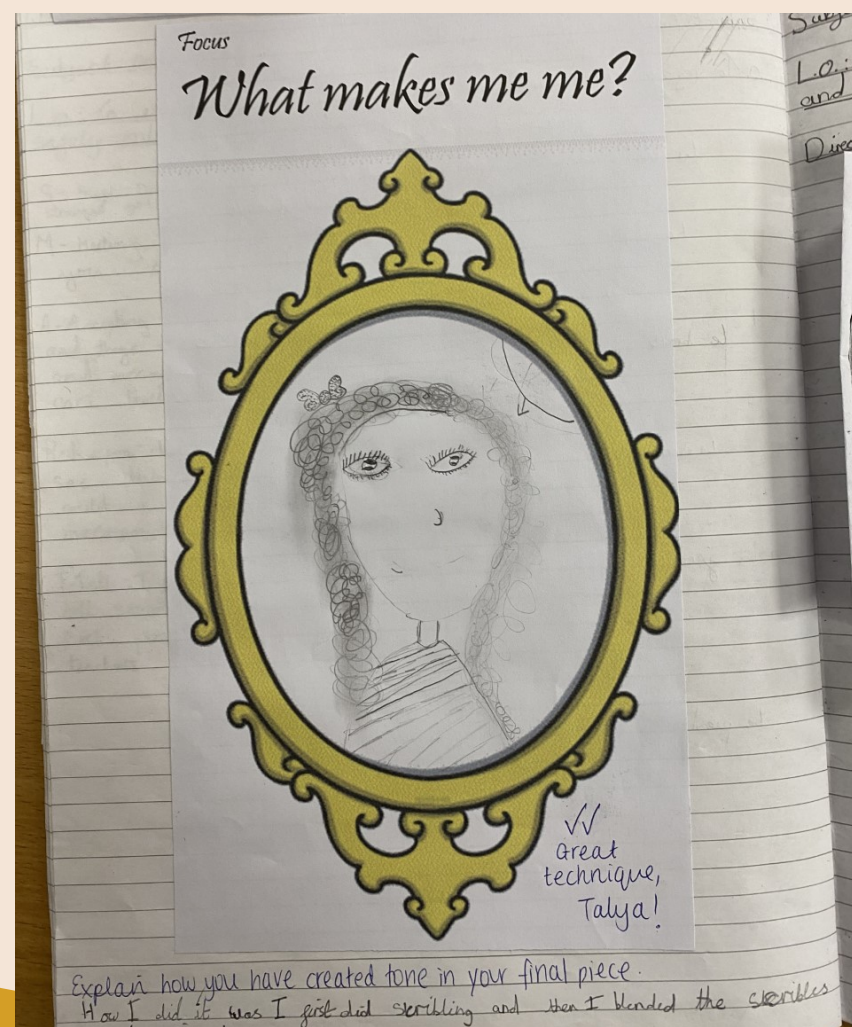
RSHE
Families & People Who Care for Me
Recognise that there are ways to seek help or advice from others if needed.
Recognise if family relationships are making them feel unhappy or unsafe.
Understand that these stable families are important for children's security as they grow up.
Recognise that families are a source of support through times of difficulty and are there for protection and care.
Recognise that stable, caring relationships, which may be of different types, are at the heart of happy families.
Recognise the characteristics of healthy family life, the importance of spending time together and sharing each others lives.
Recognise that other peoples families, either in school or in the wider world, sometimes look different from their family. Children show respect for those differences and can identify the similar charactersistics of these families. ( e.g love and care)
Understand that families are important for the children growing up because they can give love, security and stability.
Begin to build constructive and respectful relationships and form positive attachments to adults and friendships with peers.
Start to develop their sense of responsibility and membership of a community.
Begin to become more outgoing with unfamiliar people, in the safe context of their setting.

# FAMILIES AND PEOPLE WHO CARE FOR US





# WHAT IT MEANS TO BE HEALTHY



RSHE
What it Means to be Healthy
Creates or takes on a role that is juxtaposed to own personal beliefs, using learning from others to inform their work.
Uses drama as a vehicle to consider the viewpoints of all, including those that oppose personally-held views.
Empathises with peers in response to their different experiences and situations through a range of dramatic techniques.
Explores a range of scenarios through role-play, using language to express and understand various emotions.
Begins to build a more varied vocabulary to speak about emotions in relation to theirs and others' experiences.
Articulates emotions using simple vocabulary.
Extends understanding of a range of emotions (eg. Fear, nervousness, surprise).
Links experiences to simple feelings, using the Mo scale.
Listens to and show interest in others as they share what they enjoy and why.
Explains why they enjoy something.
Shares what they enjoy.

*What does this look like?*

Through the arts, the children in Year 4 have explored and portrayed their personalities, likes and dislikes in a drawing.





# What does this look like?

Children across the school used internet safety as an entry to the new year's computing teaching. This allows for pupils to stay safe and make sensible choices when researching online during homework and independent opportunities.

RSHE Internet Safety
Has an understanding of how information and data is stored, shared and used online. Is aware of 'digital footprints' and how this can be tracked and can impact on employability in the future.
Understands the implications of actions online towards others. Shows an awareness of mental health implications through online communications.
Considers the effect of their online actions on others and know how to recognise and display respectful behaviour online and the important of keeping personal information private.
Understands that the same rules apply to online relationships as to face to face relationships, including the importance of respect for others online.
Recognises their place within an online community and the responsibilities that entails.
Can distinguish between age appropriate online materials. Recognises and reports upsetting or inappropriate content.
Uses age appropriate online platforms safely and independently.
Demonstrates an understanding of why social media, computer games and online gaming are age restricted.
Follows rules when using online resources and asks for support if needed.
Begins to have an awareness of what it means to be safe online. Makes comparisons to personal safety.
Selects and uses technology and uses online resources with adult supervision.

# INTERNET SAFETY

