



## RCSAT Relationship, Health and Sex Education Long Term Plan

	Autumn Term	Spring Term	Summer Term
<b>Right</b>	The Right to be Me	The Right to Learn	The Right to be Safe and Healthy
<b>British Value</b>	Individual Liberty	Democracy	Mutual Respect and Tolerance
<b>Articles</b>	7, 12, 13, 15	28, 29, 31	16, 17, 19, 24, 27
<b>Resources</b>	HeartSmart No Outsiders Girls on Board – Session One (reactive sessions as required)	HeartSmart No Outsiders Girls on Board (reactive sessions as required)	HeartSmart Christopher Winters – SRE Girls on Board (reactive sessions as required)
<b>EYFS</b>	NSPCC – Pants Are Private Dental Hygiene - Smile Month		
<b>Y1</b>	Beep Beep Day! – <a href="http://www.brake.org.uk">www.brake.org.uk</a> The Countryside Code		
<b>Y2</b>	Safety Stars – Visit Safety Central 30 Days Wild – The Wildlife Trust		
<b>Y3</b>	First Aid St John Ambulance – Calling for Help, Head Injuries, Basic Life Support and Bites and Stings Water Safety Visit – Canal & River Trust		
<b>Y4</b>	First Aid St John Ambulance – Calling for Help, Head Injuries, Basic Life Support and Asthma Railway Safety Lessons - <a href="https://switchedonrailsafety.co.uk">https://switchedonrailsafety.co.uk</a>		
<b>Y5</b>	First Aid St John Ambulance - Calling for Help, Head Injuries, Basic Life Support and Bleeding Safety Quest – Visit Safety Central Cycle Training - Bikeability level 1 & 2		
<b>Y6</b>	First Aid St John Ambulance – Calling for Help, Head Injuries, Basic Life Support and Chocking Internet Safety - Safer Schools & Young People Partnership Cheshire Understanding and Managing Money - Barclays Life Skills UK Parliament Education Centre - Tour and Workshop		

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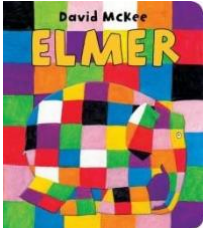
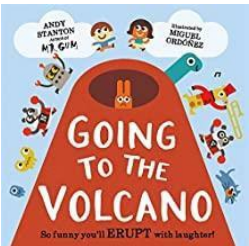
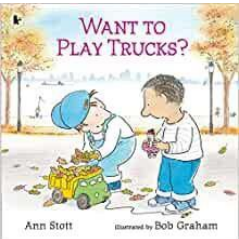
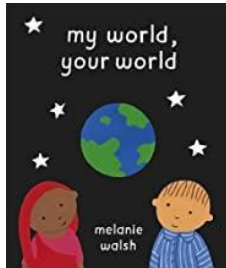
*Matthew 5:16*

**No Outsiders**

**Reception**

<b>Book</b>						
<b>Title</b>	You Choose	Red Rockets and Rainbow Jelly	Hello, Hello	The Family Book	Mommy, Mama, Me	Blue Chameleon
<b>Author</b>	Nick Sharratt	Sue Heap and Nick Sharratt	Brenden Wenzel	Todd Parr	Lesley Newman	Emily Gravett
<b>Theme</b>	To choose what I like	It's ok to like different things	To say 'hello'	All families are different	To celebrate my family	To make a new friend


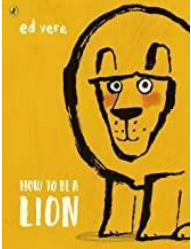


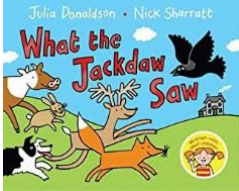

**Year 1**

<b>Book</b>						
<b>Title</b>	Elmer	Going to the Volcano	Want to Play Trucks?	Hair, It's a Family Affair	My World, Your World	Errol's Garden


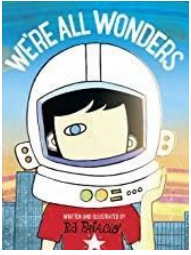
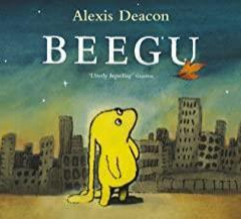

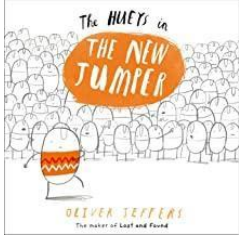
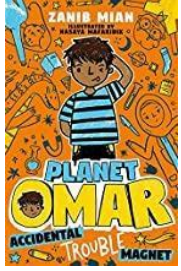
## RCSAT Relationship, Heath and Sex Education Long Term Plan

<b>Author</b>	David Mckee	Andy Stanton	Ann Stott and Bob Graham	Mylo Freeman	Melanie Walsh	Gillian Hibbs
<b>Theme</b>	I like the way I am	To join in	Finding ways of playing together	Proud to be me	I share the world with many people	To work together

### Year 2

<b>Book</b>						
<b>Title</b>	Can I Join Your Club?	How to Be a Lion	The Great Big Book of Families	Amazing	What the Jackdaw Saw	All Are Welcome
<b>Author</b>	John Kelly and Steph Laberis	Ed Vere	Mary Hoffman and Ros Asquith	Steve Antony	Julia Donaldson and Nick Sharratt	Alexandra Penfold and Suzanne Kaufman
<b>Theme</b>	To welcome different people	To have self-confidence	To understand what diversity is	To explore what makes a good friend	To communicate in different ways	To know I belong

### Year 3

<b>Book</b>						
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<b>Title</b>	<b>This Is Our House</b>	<b>We're all Wonders</b>	<b>Beegu</b>	<b>The Truth About Old People</b>	<b>The Hueys in the New Jumper</b>	<b>Planet Omar: Accident Trouble Magnet</b>
<b>Author</b>	Michael Rosen	FJ Palacio	Alexis Deacon	Elina Ellis	Oliver Jeffers	Zanib Mian
<b>Theme</b>	To understand what discrimination means	To understand what a bystander is.	To be welcoming	To recognise a stereotype	To recognise and help an outsider	To consider living in Britain today

### Year 4

<b>Book</b>						
<b>Title</b>	<b>Along Came a Different</b>	<b>Dogs Don't Do Ballet</b>	<b>Red: A Crayon's Story</b>	<b>Aalfred and Aalbert</b>	<b>When Sadness Comes to Call</b>	<b>Julian Is a Mermaid</b>
<b>Author</b>	Tom McLaughlin	Anna Kemp and Sarah Oglivie	Michael Hall	Morag Hood	Eva Eland	Jessica Love
<b>Theme</b>	To help someone accept difference	To choose when to be assertive	To be proud of who I am.	To find common ground	To look after my mental health	To show acceptance


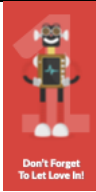




### Year 5

## RCSAT Relationship, Health and Sex Education Long Term Plan

<b>Book</b>						
<b>Title</b>	<b>Kenny Lives with Erica and Martina</b>	<b>Rose Blanche</b>	<b>Mixed</b>	<b>How to Heal a Broken Wing</b>	<b>The Girls</b>	<b>And Tango Makes Three</b>
<b>Author</b>	Olly Pike	Ian McEwan and Roberto Innocenti	Arree Chung	Bob Graham	Lauren Lee and Jenny Lovlie	Justin Richardson and Peter Parnell
<b>Theme</b>	To consider consequences	To justify my actions	To consider responses to racist behaviour	To recognise when someone needs help	To explore friendship	To express an opinion
<b>Year 6</b>						
<b>Book</b>						
<b>Title</b>	<b>King of the Sky</b>	<b>The Only Way is Badger</b>	<b>Leaf</b>	<b>The Island</b>	<b>My Princess Boy</b>	<b>A Day in The Life of Marlon Bundo</b>
<b>Author</b>	Nicola Davies	Stella J Jones	Sandra Dieckmann	Arim Greder	Cheryl Kilodavis	Marlon Bundo and Jill Twiss
<b>Theme</b>	To consider responses to immigration	To consider language and freedom of speech	To overcome fears about difference	To consider causes of racism	To promote diversity	To consider democracy



## RCSAT Relationship, Health and Sex Education Long Term Plan

HeartSmart	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Reception	<b>PSED</b> SC/SA, MR, MFB	<b>PSED</b> SC/SA, MFB	<b>PSED</b> MR, MFB, SC	<b>PSED</b> MR, MFB	<b>PSED</b> MFB, MR, SC/SA	<b>PSED</b> SC/SA, SC
	<b>SIAMS</b> Strands 3, 4 and 5	<b>SIAMS</b> Strands 3, 4 and 5	<b>SIAMS</b> Strands 4 and 5	<b>SIAMS</b> Strands 4 and 5	<b>SIAMS</b> Strands 2, 3 4 and 5	<b>SIAMS</b> Strand 3
Year 1	<b>R&amp;HE</b> CF1, CF2, CF3, CF5, MW1, MW2, MW3, PH1	<b>R&amp;HE</b> RR4, MW1, BS3, BS4, CF3, HP4, HP5	<b>R&amp;HE</b> CF1, CF2, CF3, F1, F2, F4, OR2, OR3, ISH1	<b>R&amp;HE</b> CF4, CF5, RR1, RR2, RR6, MW2, MW3, MW4, MW8	<b>R&amp;HE</b> CF2, CF3, CF5, BS6, BS7, BS8, F4, HP4	<b>R&amp;HE</b> MW1, MW2, MW3, MW4, MW6, MW9, BS5, BS6, RR1
	<b>PSHE</b> H2, H4, R1, R2, R9, R12	<b>PSHE</b> R1, R4, R10, H1, H3, H4, H6, H7, L7, L8	<b>PSHE</b> R1, R2, L1, L3, L4, H12, H13	<b>PSHE</b> H2, H3, H4, R1, R2, R4, R6, R7	<b>PSHE</b> R1, R4, R2, R5, L8, H1, H4, H13	<b>PSHE</b> H2, H3, H4, H5, H9, H15, R1, R3, R7, L1, L4
	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strand 2, 3 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 4	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2, 3 and 4

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## RCSAT Relationship, Health and Sex Education Long Term Plan

<b>Year 2</b>	<b>R&amp;HE</b> CF3, CF2, MW1, MW3, MW4, F1, F3, HE2, HE3	<b>R&amp;HE</b> RR4, RR5, MW1, MW6, PH1, PH2, PH3	<b>R&amp;HE</b> CF1, CF2, CF3, RR1, RR2, RR5, BS8, OR2, OR3, OR5, ISH7	<b>R&amp;HE</b> CF1, CF2, CF3, CF4, CF5, RR2, RR6, MW3, MW4, MW7, MW8, MW9, BS7	<b>R&amp;HE</b> CF2, MW1, MW2, MW3, MW4, RR3, HP2	<b>R&amp;HE</b> MW1, MW2, MW3, MW4	
	<b>PSHE</b> H1, H2, R2, R4, L1, R9	<b>PSHE</b> R1, R4, L3, L8, H1, H3, H4	<b>PSHE</b> R1, R2, R4, R8, L4, L9, L10, H12, H14, H15	<b>PSHE</b> H2, H4, H5, H13, R6, R13, R14	<b>PSHE</b> R1, R4, R8, R12, L8, H4, H1	<b>PSHE</b> L1, L5, H1, H2, H3, H4	<b>PSHE</b> L1, L5, H1, H2, H3, H4
	<b>SIAMS</b> Strands 3 and 4	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 4 and 5	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2 and 3	<b>SIAMS</b> Strands 2 and 3
<b>Year 3</b>	<b>R&amp;HE</b> CF1, CF2, CF3, CF5, MW1, MW3, MW4, F1, PH1, PH3, PH4	<b>R&amp;HE</b> RR4, MW1, MW2, MW4, MW7, CF1, CF2, CF3, CF5, F6, RR3, RR4, HE1, HE2	<b>R&amp;HE</b> CF2, CF3, RR2, BFA1, RR5, O23, OR5	<b>R&amp;HE</b> CF4, CF5, RR2, RR3, RR7, MW2	<b>R&amp;HE</b> CF2, CF3, OR1, ISH6, MW2, BS3, BS5, HP6	<b>R&amp;HE</b> MW1, MW2, MW3, MW4, BFA2	
	<b>PSHE</b> H1, H2, H7, R1, R2, R3, R4	<b>PSHE</b> H1, H3, H7, R1, R2, L4, L8	<b>PSHE</b> R1, R2, R7, H15, L8, H22	<b>PSHE</b> H1, H7, R7, R2, R3, R12, R16	<b>PSHE</b> R2, R3, R7, H1, H6	<b>PSHE</b> H5, H6, H7, H8, H15	<b>PSHE</b> H5, H6, H7, H8, H15
	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 3	<b>SIAMS</b> Strands 2 and 3



## RCSAT Relationship, Health and Sex Education Long Term Plan

<b>Year 4</b>	<b>R&amp;HE</b> CF1, CF2, CF3, MW1, MW8, MW10, RR5, RR6, BS1, BS5, F2	<b>R&amp;HE</b> RR4, MW1, MW4, F1, F3, F4, HP5	<b>R&amp;HE</b> CF1, CF2, CF3, MW2, MW3, RR5, BS8, ISH2, ISH7	<b>R&amp;HE</b> CF4, CF5, RR2, RR3, RR8, MW3, MW5, MW9, BS1, ISH1, ISH5, ISH7	<b>R&amp;HE</b> CF2, CF3, CF5, RR1, RR8, F2, BS1, BS5, DAT1	<b>R&amp;HE</b> MW2, MW3, MW4, MW5, CAB1
	<b>PSHE</b> H1, H2, H14, H23, R2, R4, R7, R11, R21	<b>PSHE</b> H1, H5, H7, H12, R2	<b>PSHE</b> R1, R2, R11, R12, L7, H23, H24	<b>PSHE</b> H1, H6, H7, R12, R18, R21	<b>PSHE</b> R2, R10, R15, H1, H5, H10, H13, H17	<b>PSHE</b> H5, H6, H7, H8, H13, H16, R2
	<b>SIAMS</b> Strands 3, 4 and 5	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 4, and 5	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 3 and 4
<b>Year 5</b>	<b>R&amp;HE</b> CF1, CF2, CF3, MW1, RR1, BS4, ISH2, ISH4, F1, F2, F4, HP3,	<b>R&amp;HE</b> RR4, MW1, CF2, CF5, F6, BS5, BS6, BS7, BS8	<b>R&amp;HE</b> CF2, CF3, MW7, OR1, OR4, RR1, RR2, RR5, ISH3	<b>R&amp;HE</b> CF4, RR2, RR6, MW1, MW2, MW3, MW8	<b>R&amp;HE</b> CF1, CF2, CF3, OR1, OR4, ISH6, MW2, MW3, BS1, BS8, DAT1	<b>R&amp;HE</b> MW1, MW2, MW4, CAB1, CAB2
	<b>PSHE</b> H1, H2, R2, R4, H2, H5, L6	<b>PSHE</b> H1, H7, H13, H14, R2, R11, L15, H23	<b>PSHE</b> R1, R2, H1, R10, L9, L11, H25	<b>PSHE</b> H1, H6, H7, R2, R7, R12, R18, L8	<b>PSHE</b> R1, R2, R7, R9, R12, R21, H4, H7, H14, H17, L17, L18	<b>PSHE</b> H1, H5, H6, H7, H13
	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 4	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2 and 3





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<b>Year 6</b>	<b>R&amp;HE</b> CF1, CF3, MW1, MW3, MW4, MW6, RR4, BS2, BS5, F5, HE3	<b>R&amp;HE</b> RR4, MW1, CF1, CF3, F1, F3, HP1,	<b>R&amp;HE</b> CF2, CF3, CF4, RR1, RR5, ISH2, ISH3, ISH4	<b>R&amp;HE</b> CF2, CF4, CF5, RR2, RR6, MW1, MW8, OR1	<b>R&amp;HE</b> CF2, MW1, BS1, RR2, HP6, ISH6, DAT1	<b>R&amp;HE</b> MW1, MW2, MW3, MW4, CAB1
	<b>PSHE</b> R2, R5, R9, H1, H2, H3, H6, H14	<b>PSHE</b> H1, H22, H24, R1, R2, R10, R13, L11	<b>PSHE</b> R1, R2, R10, R13, L11, H22, H24	<b>PSHE</b> H1, H7, R2, R9, R12, R14, R21	<b>PSHE</b> R2, H6, H7, H17, R16	<b>PSHE</b> H1, H2, H5, H6, H7, H8, H9, H13, H16
	<b>SIAMS</b> Strands 2, 3, and 4	<b>SIAMS</b> Strands 2, 3 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 4	<b>SIAMS</b> Strands 2, 3, 4 and 5	<b>SIAMS</b> Strands 2 and 3



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# RCSAT Relationship, Health and Sex Education Long Term Plan

## Relationship and Sex Education 'The Christopher Winters Project'

<b>Reception</b>	<p><b>Theme: Family and Friends</b></p> <ul style="list-style-type: none"> <li>To recognise the importance of friendship</li> <li>To recognise the importance of saying sorry and forgiveness</li> <li>To recognise that all families are different</li> </ul>
<b>Year 1</b>	<p><b>Theme; Growing and Caring for Ourselves</b></p> <ul style="list-style-type: none"> <li>To understand that we are all different but can still be friends</li> <li>To discuss how children grow and change</li> <li>To explore different types of families and who to ask for help</li> <li>To identify who we can help when families make us feel unhappy or unsafe</li> </ul>
<b>Year 2</b>	<p><b>Theme: Differences</b></p> <ul style="list-style-type: none"> <li>To introduce the concept of gender stereotypes</li> <li>To identify the differences between males and females</li> <li>To explore the difference between males and females and to understand that this is part of the lifecycle</li> </ul>
<b>Year 3</b>	<p><b>Theme: Valuing Differences and Keeping Safe</b></p> <ul style="list-style-type: none"> <li>To identify that people are unique and to respect those difference</li> <li>To explore the differences between male and female bodies</li> <li>To consider appropriate and inappropriate physical contact and consent</li> <li>To explore different types of families and who to go to for help and support</li> </ul>
<b>Year 4</b>	<p><b>Theme: Growing Up</b></p> <ul style="list-style-type: none"> <li>To explore the human lifecycle</li> <li>To identify some basic facts about puberty</li> <li>To explore how puberty is linked to reproduction</li> <li>To explore respect in a range of relationships</li> <li>To discuss the characteristics of a healthy relationship</li> </ul>
<b>Year 5</b>	<p><b>Theme: Puberty</b></p> <ul style="list-style-type: none"> <li>To explore the emotional and physical changes occurring in puberty</li> <li>To understand the male and female changes in more detail</li> <li>To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>To explore ways to get support during puberty</li> </ul>

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## RCSAT Relationship, Health and Sex Education Long Term Plan

**Year 6**

**Theme: Puberty, Relationships and Reproduction**

To consider puberty and reproduction

Exploring the importance of communication and respect in families

To consider the different ways people might start a family

To explore positive and negative ways of communicating in a relationship

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