

RSHE (PSHE) Key Stage 2

Long curriculum plan





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.



2. Units



KS2 RSHE (PSHE) is formed of 5 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 All around me	Year 3, Year 4, Year 5, Year 6	7
2 Keeping safe	Year 3, Year 4, Year 5, Year 6	5
3 Eat well, live well!	Year 3, Year 4, Year 5, Year 6	6
4 Yes! It's our world, our wonderful world!	Year 3, Year 4, Year 5, Year 6	5
5 Money matters	Year 3, Year 4, Year 5, Year 6	5



3. Lessons

Unit 1 All around me

7 Lessons

Lesson
number

Lesson question

About the lesson

1.

Community Care

Pupils will learn

- By the end of this lesson, pupils will be able to: - understand what a community is and be able to define the term -list down a variety of benefits about their community -create a shield of arms to represent their community.

Essential additional subject-specific information

- Objective: to understand the meaning and the benefits of living in a community.

2. I roll with my role

Pupils will learn

- By the end of this lesson, pupils will be able to: - understand their role within the community and will create a charter which illustrates their role within a community i.e. school, sports clubs etc.

Essential additional subject-specific information

- Objective: to understand my role and responsibility within my community.



3. We are a jigsaw

Pupils will learn

- By the end of this lesson, pupils will know that: -they can belong to a range of communities -some communities may have a unique aspect which helps to identify them i.e. school uniform, link to RE - Sikhism 5ks They will draw a body and write down all the communities that they are involved in inside their body and write down all the communities they would like to join on the outside of their body.

Essential additional subject-specific information

- Objective: to recognise the different groups that make up and contribute to a community.
-

4.

Help is on hand

Pupils will learn

- By the end of this lesson, pupils will be able to identify individuals and groups that help the community and explain how they help. They will write a letter thanking people within their community.

Essential additional subject-specific information

- Objective: to understand that there are individuals and groups that help the local community.



5.

The Mayor Making ceremony

Pupils will learn

- By the end of this lesson, pupils will be able to: - Understand that rules and laws have been put into place for a reason. They will write their ten commandments that every citizen must follow.

Essential additional subject-specific information

- Objective: to understand the need for rules and laws in society.
-

6. I have a dream

Pupils will learn

- By the end of this lesson, pupils will be able to: understand the rights that we have as human beings. They will create a poster demonstrating human rights and what it is.

Essential additional subject-specific information

- Objective: to identify what human rights are and how they protect people.



7. I have rights

Pupils will learn

- By the end of this lesson, pupils will understand that they have rights as children. They will write a letter to the United Nations pleading with them to ensure that all children are given the right to education.

Essential additional subject-specific information

- Objective: to identify basic human rights including the rights of children.
-



Lesson
number

Lesson question

About the lesson

1.

Beautiful Explosions

Pupils will learn

- By the end of this lesson, pupils will: - To know where bonfire night originated from - To understand what is meant by a hazard To demonstrate how to hold a sparkler safely To understand the stop, drop and roll technique -be aware of how to keep themselves safe - produce a warning poster for Bonfire Night.

Essential additional subject-specific information

- Objective: to be responsible for our own personal safety in relation to Bonfire Night.
-

2.

Hazards in the home

Pupils will learn

- By the end of this lesson, pupils will: - understand what constitutes as a hazard - practise spotting hazards and how to overcome them - identify common hazards in the home -complete a risk assessment of a particular room of choice.

Essential additional subject-specific information

- Objective: to be able to recognise hazards within the home and school.
-

3. King of the road

Pupils will learn

- By the end of this lesson, pupils will: - understand everyday hazards we may take for granted such as crossing a road - explore some road safety signs/markings - identify the risks linked to road traffic - produce a poster/information leaflet on road safety.

Essential additional subject-specific information

- Objective: to know the green cross code.



4. Fireproof

Pupils will learn

- Learning Outcomes By the end of this lesson, pupils will be able to: - state some common reasons why fires happen in the home - identify measures that can help prevent fires in the home - understand the need for smoke alarms in the home - write a letter to the local fire chief persuading him to fit smoke alarms in every home.

Essential additional subject-specific information

- Objective: to demonstrate knowledge of fire safety within the home.
-

5.

Rules rule

Pupils will learn

- By the end of this lesson, pupils will: - explore some examples of safety rules - identify who implements safety rules and why - understand why it is importance to following safety rules - make a list of some examples of who would use safety rules - take a scenario and create a set of safety rules.

Essential additional subject-specific information

- Objective: to understand how rules are made and why they are important.
-





Lesson
number

Lesson question

About the lesson

1.

Life is all about balance

Pupils will learn

- By the end of this lesson, pupils will: - recognise what is meant by a balanced lifestyle -understand that the choices we make will help us to live a healthy lifestyle - create a poster/leaflet which will demonstrate how to live a healthy lifestyle i.e. through diet, sleep and exercise.

Essential additional subject-specific information

- Objective to: learn about what makes a balanced lifestyle.

2.

Food, glorious food!

Pupils will learn

- By the end of this lesson, pupils will be able to: - recognise what is included in a balanced diet -know which foods to include and which to avoid in order to live a healthy lifestyle -write a letter in the role of a healthy food, persuading someone to eat them instead of the evil chocolate bar!

Essential additional subject-specific information

- Objective to: know what a balanced diet looks like.

3. Time to get active!

Pupils will learn

- By the end of this lesson, pupils will be able to: - understand they need to perform one hour of exercise every day -realise the importance of exercise on their physical and mental wellbeing -create a timetable of when and where they will exercise throughout the week.

Essential additional subject-specific information

- Objective to: understand the importance of exercise.
-

4. My own workout

Pupils will learn

- By the end of this lesson, pupils will be able to: understand the different types of exercises that they can do daily; create a workout routine video.

Essential additional subject-specific information

- Objective to: create a workout routine which they can implement into their own life.
-



5. Images in the media

Pupils will learn

- By the end of this lesson, pupils will be able to: -explain that images in the media may be changed or adapted and may not be true to its true image. - identify why an image might be changed i.e. to sell something - understand that they do not need to look like someone they may come across through the media and feel comfortable in their own skin -write a letter to someone that they know telling them they are beautiful just as they are.

Essential additional subject-specific information

- Objective to: understand that images in the media do not reflect reality.



6. Pearly Whites

Pupils will learn

- By the end of this lesson, pupils will: -demonstrate good brushing and flossing - understand the importance of regular dental checks -understand the importance of maintaining oral hygiene -design and create an advert on the benefits of a good toothpaste and toothbrush.

Essential additional subject-specific information

- Objective to: understand the importance of oral hygiene and dental care.
-



Lesson number	Lesson question	About the lesson
1.	H2O	<p>Pupils will learn</p> <ul style="list-style-type: none">• By the end of the lesson, pupils will be able to: - explore some ways in which we use water - demonstrate knowledge of how we can save water - describe the use of water in our everyday lives - create a poster for your bathroom/kitchen encouraging members of the family to reduce water usage. <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">• Objective: to understand the importance of water and its many uses.
2.	Reduce, reuse, recycle	<p>Pupils will learn</p> <ul style="list-style-type: none">• By the end of the lesson, pupils will be able to: - describe the meaning of the 3 R's - learn what can be reused/reduced/recycled in the home - produce a bedroom door sign made from recycled paper. <p>Essential additional subject-specific information</p> <ul style="list-style-type: none">• Objective: to learn about reusing, recycling and reducing.

3. Be better and do more

Pupils will learn

- By the end of the lesson, pupils will be able to: -explain what climate change means -understand the causes and effects -use their voice to influence the adults around them
- They will write a letter to a local shop persuading them to reduce the amount of produce they get from abroad and explain the benefits of using local produce and how their actions are negative.

Essential additional subject-specific information

- Objective: to understand what climate change is and the causes and effects.



4. Biodiversity and ecosystems

Pupils will learn

- By the end of this lesson, pupils will: -understand what an ecosystem is -identify high/low levels of Biodiversity from a source -plan strategies on Biodiversity strategies in our world -demonstrate their knowledge of the importance by writing a letter.
- They will show their understanding by writing a poem to Greta on Biodiversity.

Essential additional subject-specific information

- Objective: to learn about biodiversity and its importance through exploration of the coral reef and rainforest.
-

5.

Deforestation

Pupils will learn

- In this lesson, we will learn how human activity is a major factor in deforestation. We will then plan, prepare and deliver a speech.
-





Lesson
number

Lesson question

About the lesson

1.

Employment

Pupils will learn

- By the end of the lesson, pupils will have: -an understanding of the term 'sector' -an idea of different jobs -create a job vacancy role for any job of their choosing.

Essential additional subject-specific information

- Objective: to learn about jobs that people may have from different sectors.

2.

Money, money, money

Pupils will learn

- By the end of the lesson, pupils will be able to explain: - why we need money -the ways we can pay for things - the importance of saving money -They will create a money box.

Essential additional subject-specific information

- Objective: to learn about the role of money

3. Growing money

Pupils will learn

- By the end of the lesson, pupils will have: -know that by saving money in a bank/building society, people can earn interest. -recognise that by borrowing money in order to buy something, it is known as a 'loan', which usually has a general interest charge, so we pay back more than we borrow - create a feelings' map of how someone might feel when they borrow money.

Essential additional subject-specific information

- Objective: to learn what the terms 'interest' and 'loan' mean.



4. Men and women at work

Pupils will learn

- By the end of the lesson, pupils will understand: -the term 'stereotype' -that no job role is designated to a certain gender. -understand the Equality Act and reference to the 8 protected characteristics. They will create a video explaining that gender is irrelevant and has more to do with the skills and attributes that someone possesses.

Essential additional subject-specific information

- Objective: to become aware of gender stereotypes related to work To recognise some of the key skills needed to do a job
-

5.

Bullying

Pupils will learn

- By the end of the lesson, pupils will be able to explain: - the difference in having a joke with friends and how this can impact in a negative way -who to approach for help when dealing with bullying or teasing They create a factsheet for a new person starting school on anti-bullying.

Essential additional subject-specific information

- Objective: to understand the different types of teasing and bullying and where to get help.
-



4. Learn More



Contents

Section number

Section contents

1.	Introduction to Oak's RHE (PSHE) curriculum
2.	Coherence and flexibility
3.	Interdisciplinary
4.	Knowledge organisation
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6.	Inclusive and ambitious
7.	Building thinking ratio
8.	Motivation through learning
9.	A curriculum of quality
10.	Safe navigation through the curriculum



11. Unit prior knowledge requirements

11. Themes across the curriculum

1. Introduction to Oak's RSHE (PSHE) curriculum

Relationships and Health Education (RHE) helps pupils stay healthy and safe and gives them the personal and social knowledge and skills they need to negotiate life's challenges, opportunities, and risks. The knowledge, skills and attributes taught within the RHE curriculum have a positive impact in improving emotional wellbeing, academic attainment, and preparation for adulthood. There has never been a greater need for this given the impact of the COVID-19 pandemic across the globe. Lessons relating to mandatory RHE are not applicable to EYFS but a broad and balanced provision is offered here which teachers can use according to pupils' needs.

2. Coherence and flexibility

There is a balance between coherence with calendared events such as E-Safety Week with the flexibility of being able to use some units in line with existing school plans, depending on individual needs. Topics build year-on-year with increasing complexity and depth. All units are designed to be age and stage appropriate. For example, we have created an additional transition unit for Year 6 pupils in readiness for their secondary school journey

3. Interdisciplinary

The RHE curriculum is interdisciplinary and versatile where key literacy and numeracy skills are interwoven into all planning. It ensures that irrespective of the order of units, pupils will develop subject specific knowledge and skills as they work through the content. The delivery of the lessons and units proposed in this programme will support pupils as they transition back into school life following a prolonged period out of school in the first half of 2020.

4. Knowledge organisation

The curriculum for RHE is organised by themes and topics. These include:

- Physical Health



- Mental Wellbeing
- Growing and Changing
- Keeping Safe;
- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Teachers may also wish to teach lessons on wider non-statutory topics grouped under the heading Living in the Wider World, including Belonging to a Community, Media Literacy and Digital Resilience, and Money and Work.

5. Knowledge selection

This programme supports schools to provide a comprehensive programme that integrates, but is not limited to, the statutory Relationships and Health Education (RHE). Curriculum coverage also extends to economic wellbeing, careers and enterprise education. This allows the needs of all children and young people to be met alongside tackling current affairs in real time. This is because unlike many other subjects, much of the specific knowledge taught in this subject can change because of legal changes and medical or technological advances. It is therefore important to ensure that all information used to develop pupils' knowledge on any aspect of RHE is up to date, accurate, unbiased and balanced.

6. Inclusive and ambitious

The curriculum is differentiated by ensuring all necessary components build appropriately towards composite pieces of work. The use of WAGOLLS (What a good one looks like) demystify the destination in any given lesson – often through colour coding and modelling. This enables the teacher to think aloud and model the success criteria.

7. Building through ratio

Given the limitations of online/remote learning, planning for error and misconception is key to strengthening existing schemata. This corrects or diversifies the connections of an existing schema, thereby helping pupils know more and remember more. It also ensures that new knowledge is broken down, applied and secured in the long term memory before moving on. Having consistent methods of instruction and spaced practice help pupils to focus on what matters most. The use

of the pause at the point of asking probing questions is effective, especially given the limitations of gaining pupil feedback. This enables the teacher to build in space to respond in a range of ways considering different abilities.



8. Motivation through learning

The teacher motivates pupils through aligning both the statutory disciplinary knowledge with well-designed tasks that demonstrate their understanding. We aim to use a broad range of assessment for learning techniques including questioning to address common misconceptions, to drive pupil learning. Introductory quizzes that increase in difficulty give pupils early success in a lesson. Further, WAGOLs and explicit modelling allow pupils to visualise what success looks like at a granular level, increasing the probability of success for pupils. These combine to increase pupil curiosity and motivation.

9. A curriculum of quality

The curriculum meets statutory requirements and includes some non-statutory elements. It is broad and balanced and contains a golden thread throughout each unit of work, where the teacher can explicitly show how each lesson is connected. This also provides the teacher with opportunity to draw out other qualities such as leadership and empathy. The golden thread helps pupils to deepen and retain their knowledge, skills and understanding. Rigour is achieved by ensuring that the content is accurate and demanding for pupils and is modelled and sequenced to promote effective learning. The teacher does this through modelling with clearly modelled outcomes and success criteria and in doing so, creates the roadmap for success in an explicit and stepped manner.

10. Safe navigation through the curriculum

Units that include topics that could be sensitive, especially given the challenges COVID-19 has posed, have been prefaced with a note and recommendation for a parent or carer to support during those lessons. Schools must ensure vulnerabilities within their respective contexts are identified and support provided as appropriate. For Oak, these are clearly labelled in the lesson introduction.

11. Unit prior knowledge requirements

Unit title

All around me

Prior knowledge required

(KS1) Understanding of what makes each of us special,



including similarities and differences. Families are one of the groups we belong to.

Keeping safe

An understanding of our own safety, an ability to identify hazards/dangers – and the warning signs of them (both physical and mental) - around us, and to recognise significant figures who can help us.

Eat well, live well!

Links to Food glorious food. (EYFS) Link with healthy isn't a goal; it's a lifestyle! (KS1)

Yes! It's our world, our wonderful world!

To have basic knowledge of our environment and how it contributes to our every day living eg. Fair trade and water

Money matters

(KS1) How money is obtained; spending and saving; difference between needs and wants; how to keep money safe and the different ways of doing this

12. Themes across the curriculum

Theme: Safe Relationships (Relationships)

Unit title

Lesson title

Unit 5 - Money matters

Bullying

Theme: Respecting Ourselves and Others (Relationships)

Unit title

Lesson title

Unit 5 - Money matters

Bullying



Theme: Belonging to a Community (Living in the Wider World)

Unit title

Lesson title

Unit 1 - All around me

Community care

Unit 1 - All around me

I roll with my role

Unit 1 - All around me

We are a jigsaw

Unit 1 - All around me

Help is on hand

Unit 1 - All around me

I have a dream

Unit 1 - All around me

I have rights

Unit 4 - Yes! It's our world, our wonderful world

Water/H₂O

Unit 4 - Yes! It's our world, our wonderful world

Reuse Reduce Recycle - RRR

Unit 4 - Yes! It's our world, our wonderful world

Be better and do more!

Unit 4 - Yes! It's our world, our wonderful world

Biodiversity

Unit 5 - Money matters

Employment

Theme: Media Literacy and Digital Resilience (Living in the Wider World)

**Unit title****Lesson title**

Unit 5 - Money matters

Bullying

Theme: Money and Work (Living in the Wider World)**Unit title****Lesson title**

Unit 5 - Money matters

Employment

Unit 5 - Money matters

Money, money, money

Unit 5 - Money matters

Growing Money

Unit 5 - Money matters

Men and women at work

Theme: Physical Health and Mental Health (Health and Wellbeing)**Unit title****Lesson title**

Unit 2 - Keeping safe

Beautiful Explosion!

Unit 2 - Keeping safe

Hazard Spotting

Unit 2 - Keeping safe

King of the road

Unit 2 - Keeping safe

Fireproof

Unit 2 - Keeping safe

Rules Rule!!!

Unit 3 - Eat well, live well

Life is all about Balance!

Unit 3 - Eat well, live well

Food Glorious Food!

Unit 3 - Eat well, live well

Time to get active!

Unit 3 - Eat well, live well

My own workout!

Unit 3 - Eat well, live well

Images in the media

Unit 3 - Eat well, live well

Pearly Whites

Unit 4 – Yes! It’s our world, our wonderful world

Water/H₂O

Theme: Keeping Safe (Health and wellbeing)

Unit title

Lesson title

Unit 1 - All around me

I have a dream

Unit 1 - All around me

I have rights

Unit 2 - Keeping safe

Beautiful Explosion!

Unit 2 - Keeping safe

Hazard Spotting

Unit 2 - Keeping safe

King of the road



Unit 2 - Keeping safe

Fireproof

Unit 2 - Keeping safe

Rules Rule!!!

Unit 4 - Yes! It's our world, our wonderful world

Water/H₂O

Unit 5 - Money matters

Bullying

