

# Substantive and disciplinary knowledge RSHE curriculum Morton Primary Academy

## Families and Relationships

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<ul style="list-style-type: none"> <li>• Name and describe members of our family.</li> <li>• <b>Talk about people that are special in my life.</b></li> <li>• Develop strategies to help me share.</li> <li>• Explore what makes a good friend.</li> <li>• <b>Know that there are differences between us and that makes us special.</b></li> <li>• Learn how to work in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Know that different people can be in a family.</b></li> <li>• <b>Understand the importance of positive friendships.</b></li> <li>• Understand the range of families they may encounter.</li> <li>• Recognise how people show feelings.</li> <li>• Understand how manners make us feel.</li> <li>• Know some ways of overcoming problems in friendships.</li> <li>• Know what is meant by a stereotype.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the role of families.</li> <li>• <b>Understand the characteristics of positive friendships.</b></li> <li>• Know how people show their feelings and how to show others that they care.</li> <li>• Understand the skills that are needed to form good friendships.</li> <li>• <b>Understand that friendships can encounter problems but that these can be overcome.</b></li> <li>• Know it is unfair to stereotype people.</li> <li>• Understand change and loss and how this can affect us.</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to understand the impact of bullying.</li> <li>• Understand the responsibility of bystanders to help in a situation.</li> <li>• Know that stereotypes are present in everyday life.</li> <li>• <b>Start to understand physical and emotional boundaries in friendships.</b></li> <li>• Know why trust is an important part of relationships.</li> <li>• <b>To know the importance of respecting differences.</b></li> <li>• Explore how we can help following a bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand that families sometimes have problems but that help is available.</b></li> <li>• Know that stereotypes exist based on a number of factors.</li> <li>• <b>Know that my own behaviour can impact others.</b></li> <li>• Know the importance of listening and communicating effectively.</li> <li>• Develop understanding of courtesy in a range of situations.</li> <li>• Know that families are very varied.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to form and maintain positive relationships.</li> <li>• <b>Know what we mean by respect and why it is important.</b></li> <li>• <b>Understand self-respect.</b></li> <li>• Understand the concept of marriage.</li> <li>• Understand more about bullying and how to get help.</li> <li>• Recognise how attitudes to gender have changed over time.</li> <li>• Explore other people's attitudes and begin to challenge these.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the ups and downs of friendships.</li> <li>• Understand that respect is a two way process.</li> <li>• <b>Know how to resolve conflict through negotiation and compromise.</b></li> <li>• <b>Understand that family relationships can sometimes make us feel unhappy and what we can do if this happens.</b></li> <li>• Explore the impact of stereotypes and how they can lead to discrimination.</li> <li>• Understand process and emotions relating to grief.</li> </ul>

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## Health and Wellbeing

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<ul style="list-style-type: none"> <li>• Talk about ways we can look after ourselves.</li> <li>• Think about how exercise affects different parts of our bodies.</li> <li>• Identify how characters in a story might be feeling.</li> <li>• <b>Identify and express my own feelings.</b></li> <li>• <b>Explore coping strategies to help regulate emotions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describe and understand my feelings.</b></li> <li>• Know how to relax in different ways.</li> <li>• Recognise my strengths and set simple but challenging goals.</li> <li>• Know that physical activity and rest are good for us.</li> <li>• Know how germs are spread and what we can do to stop them spreading.</li> <li>• <b>Know some of the risks associated with the sun.</b></li> <li>• Begin to understand allergies.</li> <li>• Know people in the community who can help us stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ways of managing my feelings.</li> <li>• Set achievable goals.</li> <li>• Develop a growth mindset.</li> <li>• <b>Understand the benefits of physical activity.</b></li> <li>• Use breathing exercise to relax.</li> <li>• <b>Understand what it means to have a healthy diet.</b></li> <li>• Know how to look after our teeth.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for a healthy lifestyle including physical activity, rest and diet.</li> <li>• <b>Understand the benefits of healthy eating and dental health.</b></li> <li>• Perform a range of relaxation stretches.</li> <li>• Understand different aspects of my identity.</li> <li>• Know how my strengths can affect others.</li> <li>• <b>Know that mistakes can be useful.</b></li> <li>• Recognise when to give consent.</li> <li>• Know how to take responsibility for my own happiness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand what relaxation feels like and that relaxation techniques can be used anywhere.</b></li> <li>• Break down barriers into smaller, achievable goals</li> <li>• Understand a range of emotions.</li> <li>• <b>Begin to understand what mental health is and who can help if they need it</b></li> </ul>	<ul style="list-style-type: none"> <li>• Describe how relaxation stretches make me feel.</li> <li>• <b>Understand the benefits of sleep.</b></li> <li>• Understand the purpose of failure.</li> <li>• Know how to set short-term, medium-term and long-term goals.</li> <li>• Take responsibility for my own feelings and actions.</li> <li>• <b>Use knowledge of food groups to plan healthy meals.</b></li> <li>• Know how risks associated with the sun can be avoided.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore mindfulness techniques as a way to manage emotions.</li> <li>• Identify long term goals and plan how to work towards them.</li> <li>• Understand and plan for a healthy lifestyle.</li> <li>• <b>Understand the potential impact of technology on physical and mental health.</b></li> <li>• Know ways that we help prevent ourselves and others becoming ill.</li> <li>• <b>Know that habits can be good or bad for our health.</b></li> </ul>
exercise feelings	emotions relax risk	growth mindset physical activity healthy	lifestyle dental health consent	relaxation mental health	benefits failure	mindfulness impact habits

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Safety						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<ul style="list-style-type: none"> <li>• Know that rules help us to keep safe.</li> <li>• Know how to be a safe pedestrian.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand ways to keep safe on and near roads.</li> <li>• Understand the difference between secrets and surprises.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are dangers at home and how these can be avoided.</li> <li>• Know what to do if you get lost.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop my understanding of privacy and the difference between secrets and surprises.</li> <li>• Know that choices can be influenced by others.</li> <li>• Develop an understanding of safety on or near roads</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the risks of smoking and the benefits of being a non-smoker.</li> <li>• (Y3) Know the basic rules for keeping safe on roads.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the risks of alcohol.</li> <li>• Understand the influence that others can have on us.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Begin to understand what is safe to put into or onto our bodies.</li> <li>• Know what an emergency is and how to make a phone call if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are some things that we should never put into our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what I can do in an emergency situation.</li> <li>• Know how to help if someone has been stung or bitten.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to help someone with asthma.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to help someone who is choking.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to help someone who is bleeding.</li> <li>• Know how to help someone who is unresponsive.</li> </ul>
		<ul style="list-style-type: none"> <li>• Know how to stay safe when using the internet by telling an adult if they are worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the importance of being kind online.</li> <li>• Know that cyberbullying involves being unkind online.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that not all emails are genuine.</li> <li>• Know that age restrictions are designed to protect us.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what is safe to share online.</li> <li>• Use the web to find information about staying safe online.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some ways to check if something online is true.</li> <li>• Know that online relationships should be treated in the same</li> </ul>

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			<ul style="list-style-type: none"> <li>Understand the benefits and risks of sharing material online.</li> </ul>			way as face-to-face relationships.
rules safe	secrets surprises emergency	dangers internet	privacy choices online	benefits age restrictions	influence risks	face to face relationships online relationships

## Changing body

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	<ul style="list-style-type: none"> <li>Understand the difference between acceptable and unacceptable physical contact.</li> <li>Begin to understand the concept of privacy and the correct vocabulary for body parts.</li> <li><b>Know that our body belongs to us.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know that appropriate contact is relevant to the relationship I have with someone.</li> <li><b>To know who to talk to if I am worried.</b></li> <li>To know how to give permission.</li> </ul>	<ul style="list-style-type: none"> <li>(Y4) Know the physical differences between children and adults.</li> <li><b>(Y4) Know that change is part of growing up.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>(Y4) Know the physical differences between children and adults.</b></li> <li>(Y4) Know that change is part of growing up.</li> </ul>	<ul style="list-style-type: none"> <li>(Y5) Understand the physical changes during puberty.</li> <li>(Y5) Understand the process of the menstrual cycle.</li> <li>(Y5) Know that my feelings might change during puberty.</li> <li><b>(Y6) Understand the physical and emotional changes that happen during puberty</b></li> </ul>	<ul style="list-style-type: none"> <li>(Y5) Understand the physical changes during puberty.</li> <li>(Y5) Understand the process of the menstrual cycle.</li> <li><b>(Y5) Know that my feelings might change during puberty.</b></li> <li>(Y6) Understand the physical and emotional changes that happen during puberty.</li> </ul>
	privacy acceptable	permission contact	Physical differences change	Physical differences change	puberty menstrual cycle	puberty menstrual cycle



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	unacceptable	worried			emotional changes	emotional changes
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Citizenship						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
<ul style="list-style-type: none"> <li>• Know that rules keep everything fair, safe and enjoyable.</li> <li>• <b>Know that we all have similarities and differences that make us special.</b></li> <li>• Know that we have different beliefs and we celebrate special times in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of rules.</li> <li>• Recognise ways in which we are the same and different.</li> <li>• Understand the range of groups people belong to.</li> <li>• Know that there are a range of jobs locally that help our community.</li> <li>• <b>Know how we can look after the local environment.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Know that there are different rules in different places.</li> <li>• Know that everyone is unique.</li> <li>• <b>Know that animals have different needs and how to care for them.</b></li> <li>• Begin to understand the needs of babies and young children.</li> <li>• Know how democracy works.</li> <li>• Know appropriate ways to share an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>To understand the environmental benefits of recycling (Year 3) or reusing (Year 4).</b></li> <li>• To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4).</li> <li>• Explain some of the things that the local council does.</li> <li>• Understand the consequences of breaking rules.</li> <li>• <b>Understand that children have rights and know that which could benefit me.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To understand the environmental benefits of recycling (Year 3) or reusing (Year 4).</li> <li>• To understand the groups which make up the community (Y3) To understand the contribution groups make to a community (Y4).</li> <li>• Identify issues which a local councillor could help with.</li> <li>• Know the value of diversity in a community.</li> <li>• <b>Know that children have responsibilities towards other children's rights.</b></li> <li>• Know some of the work that charities do to support the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what happens when someone breaks the law.</li> <li>• <b>Know what prejudice and discrimination are and why they are wrong.</b></li> <li>• Know what individuals can do to reduce use of materials and energy.</li> <li>• Describe how contributions to the community are recognised and valued.</li> <li>• <b>Explore the links between rights and responsibilities.</b></li> <li>• Know some of the qualities needed to be an MP.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how pressure groups can bring about change.</li> <li>• Understand how knowing more about people can overcome prejudice.</li> <li>• <b>Know some environmental issues relating to food.</b></li> <li>• Describe the issues or causes I care about.</li> <li>• <b>Understand human rights, including the right to education.</b></li> <li>• Explain what the different parts of parliament are.</li> </ul>
similarities differences	community environment	democracy unique opinion	recycling reusing rights	charities responsibilities diversity	discrimination prejudice	Environmental issues Human rights

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## Economic wellbeing

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	<ul style="list-style-type: none"> <li>• Know where children and adults get money from.</li> <li>• <b>Identify 'needs' and 'wants'.</b></li> <li>• Know there are different way to keep cash safe.</li> <li>• Know that banks and building societies help to keep money safe.</li> <li>• Know that different jobs need different skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that it is wrong to steal money.</li> <li>• Know I might need to save money for something that I want.</li> <li>• <b>Know that we can make choices in how we spend our money.</b></li> <li>• Explain what I should look for when choosing a bank account.</li> <li>• Explain some of the things involved in choosing a job.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain positive choices people can make when spending money.</li> <li>• <b>Know the importance of budgeting.</b></li> <li>• Know what emotions someone might feel in different situations involving money.</li> <li>• <b>Explain why I might want to do a particular job.</b></li> <li>• Know that stereotypes exist about who might do certain jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about my opinion on what makes something value for money.</li> <li>• Explain some ways of tracking money.</li> <li>• Explain some feelings associated with losing money.</li> <li>• <b>Understand that there are a range of influences on job choices.</b></li> <li>• that many people will have more than one job or career.</li> </ul>	<ul style="list-style-type: none"> <li>• Know why people might borrow money.</li> <li>• Know how to track income and expenditure.</li> <li>• <b>Know that having a budget helps people know how much they can spend and prioritise spending.</b></li> <li>• Explain how risky certain spending is.</li> <li>• Explain some key things about specific jobs.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a range of factors that might affect our feelings towards money.</li> <li>• Know what to do if I am worried about my bank account.</li> <li>• Know some ways that stereotypes can be overcome in the workplace.</li> <li>• Begin to understand the risks associated with gambling.</li> <li>• <b>Know that there are different ways into careers.</b></li> </ul>
	needs wants	Bank account	budgeting positive choices stereotypes	tracking influences career	expenditure prioritise	gambling careers

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Transition						
EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
	(Y1) Recognise our own strengths. (Y2) Identifying people who can help us when we are worried about changes.	(Y1) Recognise our own strengths. (Y2) Identifying people who can help us when we are worried about changes.	(Y3) Know that setting goals can help us to achieve what we want. (Y4) Understand that change often brings about more opportunities and responsibilities.	(Y3) Know that setting goals can help us to achieve what we want. (Y4) Understand that change often brings about more opportunities and responsibilities.	(Y5) Recognising own skills and how these can be developed. (Y6) Exploring a greater range of strategies to deal with feelings associated with change.	(Y5) Recognising own skills and how these can be developed. (Y6) Exploring a greater range of strategies to deal with feelings associated with change.