



EYFS

RSHE

Curriculum



'Every child has the right to an education.' Article 28
'Every child has the right to information and to express their views' Article 13



The Relationships and Health part of the RHSE curriculum has now been made mandatory. This is to reflect modern Britain and the variety of different relationships that we encounter daily. In line with this new policy, we will be teaching the children about relationships. We will be exploring topics such as:

- What is friendship?
- What does family mean?
- What does a positive relationship between friends and family look like?
- Who are the people who support me?
- How can I make sure I am safe online?



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At Star, we follow the Happy Centred School curriculum for RSHE. The curriculum falls under these headings:

- Positive Relationships (Autumn Term)
- Coping Skills (Spring 1)
- Achievement and Success (Spring 2)
- Self-Confidence (Summer 1)
- Support (Summer 2)

The following slides will detail what will be taught each term in line with this curriculum:



Autumn 1 - Positive Relationships



1. Understanding how we belong to the school family
2. Knowing which ways in which we can understand how others are feeling and why this is important
3. Knowing why it is important to laugh and have fun together
4. Understanding why it can be good to play with people that we don't usually play with
5. Understanding how others feel when we say thank you, give them a present; also, how we feel when we do that
6. Assessment: Explaining what we have done at home to have better relationships with our families

Example of Vocabulary Taught: Share; Love; Friends; Support; New Care; Together; Look after each other; Care about; Laughter; Play; Fun



Autumn 2 - Positive Relationships



7. Understanding what is and isn't friendly behaviour
8. Thinking about how well we know different people and how we might react if we don't know people well
9. Thinking about when we win and lose games - in the playground and online
10. Understanding what to do if we see something that doesn't look right on our electronic device
11. Understanding that all families are similar in some ways and different in others
12. Thinking about how we choose our friends and how we grow our friendship circle

Example of Vocabulary Taught : Share; Love; Friends; Support; Stranger; Family; Unfriendly; Good winner/losers; Online; Pop-ups; Parents; Grandparents; Auntie; Uncle



Spring 1 - Coping Skills



1. Identifying great and not-so-great feelings and who we would go to for help with our feelings
2. Understanding that, by doing something different with our bodies, we can improve how we feel
3. Understanding that, by changing what we say and how we say it, we can cope better when we can't do something
4. Reflecting on places that make us worry and what we can do to cope the next time that we're there, e.g. crossing the road
5. Making a collage of happy things and practising visualising this if we don't feel calm or relaxed
6. Assessment: Thinking of the coping skills we have used to move nearer to achieving a personal goal

Example of Vocabulary Taught: Good/Not so good feelings: happy, sad, worried, confused, excited; persevere; body language; positive; coping; challenge; can do



Spring 2 - Achievement and Success



1. Reflecting on previous achievements and things that we can't do yet
2. Understanding that some goals can be achieved quickly/when we are young and others take longer
3. Working as a team to achieve a class goal
4. Working as a group to achieve a goal - turn taking, helping each other
5. Talking through personal goals with older mentors/acting on advice
6. Assessment: Reflecting on whether or not we have achieved our home goal

Example of Vocabulary Taught: Goal; Achievement; Keep going; Bored; Frustrated; Success; Practise; Confident; Work Together; Confident



Summer 1 - Self-Confidence



1. Recognising what confidence looks like - facial expressions
2. Understanding how we can become more confident - through trying
3. Knowing what we can do when we want to give up - keep going
4. Knowing what we can do when we find things tricky - ask others, use technology, look around the room
5. Recognising confidence in others - facial expressions, body language
6. Assessment: Explaining how personal confidence has grown at home and school

Example of Vocabulary Taught: Feelings: happy, sad, confident, good, bad; Doing our best; Resilience; Not giving up; Proud;



Summer 2 - Support



1. Thinking about the help and support we need and why we need it
2. Practising listening and being heard
3. Understanding why it is important to listen carefully to others and the things that might distract us
4. Thinking about people who support us at home and in the community
5. Understanding that we all matter and make a difference
6. Assessment: Explaining what we have done to improve our listening at home

Example of Vocabulary Taught: Support; Creative; Together; Teamwork; Community; Giving; Achieve; Thoughtfulness; Friendships; Include; Strengths