



LTP 3 Year Rolling Programme- RSHE -Falcons

Year 1		Term 1: Medieval lives	Term 2: Polar explorers	Term 3: Under the sea
FOCUS				
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Things we are good at - Kind and unkind behaviours	Self-Care, Support and Safety (SSS) - Taking care of ourselves - Keeping safe	Healthy Lifestyles (HL) - Healthy Eating
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Baby to adult - Changes at puberty	The World I Live In (WILI) - Respecting differences between people - Rules and laws
Year 2		Term 1: Asian adventures	Term 2: Fallen heroes	Term 3: The space race
FOCUS				
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Playing and working together - People who are special to us	Self-Care, Support and Safety (SSS) - Trust - Keeping safe online	Healthy Lifestyles (HL) - Taking care of my physical health
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Dealing with touch	The World I Live In (WILI) - Jobs people do - Money
Year 3		Term 1: Pre-history	Term 2: Pyramids and pharaohs	Term 3: Planet Earth
FOCUS				
Skills and Knowledge	Half term 1	Self-Awareness (SA) - Getting on with others	Self-Care, Support and Safety (SSS) - Public and Private	Lifestyles (HL) - Keeping well
	Half term 2	Managing Feelings (MF) - Identifying and expressing feelings - Managing strong feelings	Changing and Growing (CG) - Changes at puberty - Different types of relationships	The World I Live In (WILI) - Taking care of the environment - Belonging to a community



	Pathway 1	Pathway 2	Pathway 3
Self-Awareness	Things we are good at		Personal strengths
	Respond with curiosity to stimuli about the ways in which we are special. Respond with curiosity to stimuli about our family. Describe ourselves —recognising that there is self and there are others.	Describe things that we enjoy or that make us feel happy. Identify what we are good at, both in and out of school. Recognise that being unique means we might like and be good at different things from other people.	Identify some of our own personal strengths and skills (things we are really good at or can do really well). Demonstrate how to recognise and appreciate personal strengths in other people.
	Kind and unkind behaviours		Skills for learning
	Respond with curiosity to stimuli about what anger is and what being angry feels like. Respond to stimuli about what feeling upset means. Recognise that behaviour which hurts others' bodies or feelings is wrong.	Identify what teasing means and how people who are teased might feel. Give reasons why teasing or name-calling is not acceptable. Identify what we can do if others are excluding us or being unkind. Recognise that this can happen online	Describe the particular ways we like to learn. Identify the difference between a short-term target and an aspirational, long term goal. Describe simple strategies we can use to help us be organised in our learning. Explain how we might achieve our targets and goals (e.g. breaking longer term goals down into several short term targets).
	Playing and working together		Prejudice and discrimination
	Respond to an adult modelling how we can show we are ready to participate in an activity. Respond with curiosity to modelling of 'good listening'. Respond to 'taking turns' as modelled by both adults and peers. Demonstrate being alert and ready to listen.	Identify times when we have listened to others and worked collaboratively. Demonstrate ways of sharing opinions, thoughts and ideas on things that matter to us. Identify reasons why it may be upsetting for others if we don't wait for our turn. Describe some ways of playing and working with others so that everyone feels happy and is able to do their best.	Recognise what prejudice means. Explain what it means to discriminate against someone. Recognise that prejudice and discrimination in any form are unacceptable.
	People who are special to us		Managing pressure
	Respond with anticipation to stimuli depicting people who are special to us. Identify people who are special to us.	Identify some of the qualities our special people/friends may have. Describe positive feelings we may have when we spend time with friends and family. Identify whom to tell if something in our family life makes us unhappy or worried. Give some practical examples of the ways our special people care for us and help us with problems and difficulties.	Recognise what is meant by peer pressure and peer influence. Identify some of the ways in which pressure might be put on us by other people, including online. Describe ways we might challenge peer pressure. Identify different types of bullying (including online) and what the impact of bullying might be. Identify strategies to help us if we are being bullied, including online. Describe how to recognise the



			difference between friendship groups and gangs; describe some of the risks of becoming part of a gang.
	Getting on with others		
	Respond to stimuli about different feelings we or others may experience. Demonstrate positive ways we could let others know how we are feeling	Describe ways in which friends, classmates, family members may disagree and 'fall out'. Demonstrate some ways of 'making up' after a falling out. Explain how other people may feel differently to us about the same situation and offer some examples. Identify how to treat ourselves and others with respect.	
Self care, support and safety	Taking care of ourselves		Feeling unwell
	Identify people who look after us and help us to take care of ourselves Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.).	Identify some simple self-care techniques (e.g. brushing teeth, washing hands, getting dressed etc.) Identify things we can do by ourselves to look after ourselves and stay healthy and things we need adult help with.	Identify some things we can do to take care of our physical wellbeing and our mental wellbeing. Describe simple things we can do if we are not feeling well. Demonstrate simple hygiene routines that can prevent the spread of germs (bacteria and viruses). Recognise some situations where we might need to ask someone for help with our mental wellbeing (e.g. feeling unhappy or depressed, disrupted sleep pattern, not wanting to eat/over-eating). Identify some of the terms that are used to describe when someone is emotionally/mentally unwell.
	Keeping safe		Feeling frightened/ worried
	Respond to stimuli about keeping physically safe. Respond with curiosity to stimuli about the adults who are responsible for keeping us safe. Describe some simple ways we can help keep ourselves physically safe in school.	Name and describe feelings associated with not feeling safe (e.g. worried, scared, frightened) and identify trusted adults who can help us if we feel this way. Demonstrate ways of making it clear to others when we need help. Describe some simple rules for keeping safe near water, railways, roads and fire. Identify some different responsibilities we may have to help keep ourselves and others safe.	Explain why no one has a right to make us feel frightened or uncomfortable and how to recognise harassment, including online. Explain what is meant by 'personal space'. Describe ways we can safely challenge unwanted physical contact and ask for help. Explain or demonstrate strategies for communicating that we need help in different situations. Give reasons why it might be necessary to keep telling trusted adults until we or someone in trouble gets the help needed.
	Trust		Accidents and risks



	Respond to stimuli about the different ways we can communicate with adults in school. Respond to stimuli about ways of asking for help. Respond to stimuli about what we mean by keeping a secret and what we mean by a surprise.	Explain why 'trust' is not the same as 'like'. Give examples of what is meant by trust. Identify how we feel when we trust someone. Identify some reasons for keeping personal information private. Identify the difference between a 'surprise' and a 'secret'. Recognise that people do not have to keep secrets; that it is important to tell or show someone if we are worried, afraid or sad. Demonstrate how to ask for help or attract someone's attention if something happens that makes us feel sad, worried or frightened.	Describe some situations and behaviours in and out of school, including online, which may not be safe or may entail risk. Identify trusted adults who can help us in risky situations and strategies we can use to help ourselves.
	Keeping safe online		Keeping safe online
	Respond with curiosity to adult modelling of different ways that people communicate with each other Describe some ways that we use to communicate, including online.	Give examples of how people might use technology to communicate with others. Identify some risks of communicating online. Describe simple ways of keeping safe online, such as using passwords or having adult help to access the internet. Explain that there may be people online who do not have our best interests at heart. Identify things that we should never share online without checking with a trusted adult first.	Explain what is meant by social media and how people use social media. Recognise that not all information seen online is true. Explain how other people's identity online can be different from what it actually is in real life. Identify some possible risks of using social media. Describe how we can respond, including getting help, if we see or are sent upsetting or inappropriate online content.
	Public and private		Emergency situations
	Respond to stimuli about things that belong to us. Respond to stimuli about what is meant by the word private. Respond to stimuli about things we might do with other people and things we would do on our own.	Describe ways we take care of our personal belongings. Identify places that are public and places that are private. Identify some of the places/times/ situations which we or others would expect to be 'private' Give simple examples of some things we might do in private but never in public. Demonstrate how to ask to borrow or use something that belongs to someone else. Explain what is/is not appropriate to do in a public place; give reasons why this is the case (include masturbation if appropriate).	Explain actions that we all have to undertake in school to keep safe (e.g. lining up, keeping quiet, and why these are essential). Identify examples of what would and would not be an emergency situation and suggest some ways to respond. Identify emergency services that could help us. Describe how to call 999 in the case of an emergency. Demonstrate some simple first aid procedures (e.g. putting someone in the recovery position; when not to move someone; responding to nosebleeds or cuts).
			Public and private
			Identify aspects of our lives that we may wish to keep private, even if others choose to share these things about themselves. Identify what is appropriate and inappropriate to share online. Identify trusted adults who can help us if someone tries to pressurise us online.



			Explain how to manage requests to share a photo, or information about ourselves or others online, including how to report.
			Gambling
			Explain what is meant by the term 'gambling' and identify places and ways this might take place. Identify what it means to 'win' or 'lose' in relation to gambling.
Managing feelings	Identifying and expressing feelings		Self-esteem and unkind comments
	Respond with curiosity to stimuli about different emotions. Respond with curiosity to stimuli which depict facial expressions representing different emotions/ feelings. Identify things that make us feel happy. Identify things that may make us cry/feel sad.	Describe some good (comfortable) and not so good (uncomfortable) feelings; describe how they might make our body feel. Recognise that when we experience a change or a loss we may feel sad/ unhappy. Identify signs, actions, facial expressions, body language which can help us identify how others might be feeling Explain why no-one has the right to make us feel unhappy, afraid, worried, and sad or make us do things we do not want to	Identify things we can do which help us to feel good about ourselves. Identify things that we may say or do that could affect how we or others feel about us. Identify things that others may say or do that could affect how we feel about ourselves. Explain the difference between helpful/kind and unhelpful/unkind comments. Demonstrate simple strategies to help manage our feelings about unhelpful/unkind comments.
	Managing strong feelings		Strong feelings
	Respond to stimuli about some of the different ways we can communicate our feelings and needs to others Identify some different ways of communicating feelings and needs to others	Demonstrate vocabulary/ communication skills to express a range of different feelings. Recognise ways we can help ourselves to feel better if we are feeling sad or upset. Describe and demonstrate simple strategies that can help us manage not so good (uncomfortable) feelings and the people who can help us. Demonstrate simple strategies to help us manage very strong feelings, including in response to change and loss.	Give examples of when we might feel strong emotions. Describe some simple strategies we can use to feel and stay happy. Identify how we can help others who may be feeling unhappy. Identify whom to ask or tell if we are feeling unhappy and/or need help.
			Romantic feelings and sexual attraction
			Describe the difference between 'liking' someone and 'fancying' someone Explain how part of growing up might be to experience strong feelings about people we like or fancy Explain that people can 'like' or 'fancy' someone of the same or different gender, race, ability or religion.
Ch	Baby to adult		Puberty



	Respond with curiosity to prompting about babies, what they look like and how they behave; about how we have changed since we were a baby. Identify some of the differences between a baby, child and adult	Identify stages of the human life cycle. Explain how the needs of babies, children, adults and older people differ	Describe some of the new opportunities and responsibilities we have experienced as we have grown older. Identify some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). Explain why puberty happens Describe the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. Explain aspects of personal hygiene that we can take responsibility for, and why this is important during puberty
	Changes at puberty		Friendship
	Respond with curiosity to adult prompting of the names for body parts and changes of puberty.	Recognise correct vocabulary for some of the main body parts, including genitalia. Recognise that bodies change as people become adults, including the onset of menstruation (when appropriate). Describe the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). Identify whom we can talk to about growing and changing.	Identify occasions when we might need the support of friends. Give examples of how we can show support to our friends. Describe how we can let friends know that we need their help and support Explain that we might disagree with someone and still be friends. Demonstrate ways to manage friendship disagreements restoratively.
	Dealing with touch		Healthy and unhealthy relationship behaviour
	Respond with interest to stimuli about different kinds of daily physical contact we experience. Respond to adult modelling/visual stimuli for how to show through our responses if we are unhappy/uncomfortable with the way someone is touching us.	Explain that our bodies belong to us and that we have a right to feel safe. Recognise the need to respect other people's bodies and to ask for permission before we touch them. Explain when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). Identify occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.	Explain how we expect people to behave towards us in friendships and relationships. Identify the differences between positive/healthy and negative/unhealthy relationships. Identify people we can talk to about relationships
	Different types of relationships		Intimate relationships, consent and contraception
	Respond to stimuli about some of the different kinds of relationships there are within families	Identify some of the ways in which we may be cared for by our families, friends and other adults who care for us. Explain that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship.	Identify different types of intimate relationships including same-sex relationships. Describe how strong emotions (including sexual attraction) might make people feel. Explain what seeking and giving/not giving consent means in relationships, that we have the right to say 'no' or 'please stop' to anything we feel



			uncomfortable about, and demonstrate how we might do this. Recognise what sex means, what happens during sexual activity and that consequences of sex might include pregnancy and sexually transmitted infections (STIs). Recognise that contraception, including condoms, can help prevent pregnancy and some STIs. Explain the difference between appropriate and inappropriate relationship behaviours in public places.
			Long-term relationships/ parenthood
			Explain that marriage, (including same-sex marriage) civil partnerships and living together are choices that couples might make as part of their commitment to each other. Recognise what 'adopted', 'fostered', or 'looked after' mean in terms of families. Recognise that some relationships will end— meaning that a couple don't go out together, or live together any more. Identify whom we can talk to if we're worried about relationships changing/ ending.
Healthy lifestyles	Healthy Eating		Elements of a healthy lifestyle
	Respond to different stimuli about what it means to be 'healthy'. Identify foods that we like and dislike to eat.	Explain what it means to eat a healthy, balanced diet. Give examples of occasions when we can make choices about the foods that we like to eat. Explain what can help us choose what to eat. Recognise that some people may not be able to eat certain foods because they will make them ill (allergies).	Explain what a healthy lifestyle means, including the importance of healthy eating, sleep, personal hygiene, dental health, physical exercise and emotional wellbeing. Describe how we may feel if we don't get enough sleep, and strategies for maintaining good sleep patterns. Identify some simple strategies to help make positive choices about our health and wellbeing.
	Taking care if physical health		Mental wellbeing
	Respond with curiosity to adult modelling/sensory stimuli about ways we take care of our bodies.	Describe or demonstrate simple hygiene routines. Identify the physical activities we like doing; describe how they might make us feel (physically and emotionally). Describe some simple ways of staying safe in the sun. Recognise that sleeping well is one way we can stay healthy.	Recognise what mental health and emotional wellbeing are. Suggest some simple ways to maintain our emotional wellbeing (e.g. relaxing, being with friends/family, listening to music). Recognise when we need help with mental health or emotional wellbeing and whom we can speak to.
	Keeping well		Physical activity



1-5	Respond to stimuli about the ways pain can affect different parts of our body and how we can communicate to someone that we are in pain. Respond with curiosity to stimuli about the people who help us when we are feeling unwell.	Explain what it means to be hurt, unwell, uncomfortable or in pain. Identify medication that can help people to keep well; give examples of when this might be used. Identify the difference between things that go on our body (creams, lotions) and things that go in our bodies (injections, tablets, liquid medicine). Identify some substances or chemicals around the home that we should never taste or swallow; and where we might come across them.	Describe some of the physical and mental health benefits of regular exercise.
			Healthy eating
			Explain what we mean by a healthy, balanced diet. Explain what makes some foods better for our health than others.
			Body image
			Identify and describe some different images of young people in pictures, magazines, TV programmes and social media. Describe our thoughts and feelings about how different bodies are portrayed in the media.
			Medicinal drugs
			Identify the difference between over the counter medicines and those prescribed by a doctor. Identify some examples of over the counter medicines. Describe how medicines, when used responsibly can help us to take care of our health (e.g. painkillers when we have a headache).
			Drugs, alcohol, and tobacco
			Identify some common legal drugs (e.g. nicotine and alcohol). Recognise that there are special rules (laws) around the selling and consumption of nicotine and alcohol, and why they exist. Identify some benefits of not smoking/vaping or drinking alcohol, or of delaying use. Recognise that most young people choose not to smoke/vape, drink alcohol or use drugs
Respecting differences between people			Diversity/rights and responsibilities



Respond to stimuli with awareness and curiosity about the physical differences between people. Identify simple differences and similarities between people	Describe things that all people have in common. Identify some differences and similarities between people in terms of ethnicity, culture, religious identity etc. (protected characteristics in the Equality Act 2010). Recognise that people who share one characteristic (e.g. race, religion, gender or disability) are all different and unique. Explain that we should never make assumptions about people because they belong to a particular group or share a particular characteristic.	Recognise what we all have in common, despite differences (e.g. in age, ability, sex, sexual orientation and gender identity). Identify some of the different kinds of rights and responsibilities we have in and outside school. Explain the benefits of diversity for our friendships and our community.
Jobs people do		Managing online information
Respond to stimuli about the different jobs adults in school do. Identify some different jobs that people we know do.	Identify some of the ways in which different adults who work in school contribute to school life. Describe a range of jobs that people might have and the qualities they might need to do them. Identify a job we might like to do in the future	Recognise that advertising online is targeted at individuals. Recognise that not everything we see or read online is trustworthy; that some things that are written about are not real and are 'fake'. Describe simple steps to take to check if something we see online is trustworthy.
Rules and laws		Taking care of the environment
Respond to stimuli or adult modelling about the things we are allowed to do in school. Give some simple examples of things we are allowed/not allowed to do in school (rules)	Explain how rules help us; rules we have in the classroom and at home. Identify particular rules in school that help to keep us safe and how they do this. Explain how rules and laws help us to live and work with other people outside of school.	Describe shared responsibilities we all have for taking care of other people, living things and the environment we live in. Explain how every day choices can affect the environment positively (reducing, reusing, recycling) and negatively (single-use plastic, waste, pollution).
Taking care of the environment		Preparing for adulthood
Respond to stimuli which demonstrate the ways in which we are cared for by trusted adults. Respond to stimuli about the different pets people have and ways of caring for them.	Give reasons why it is important to take care of people, animals and all living things. Describe our own home and explain how we and family members may take care of it.	Recognise that there are different ways of financing adult life and independent living (e.g. paid work, personal independence payments). Recognise that there are different types of employment e.g. paid/unpaid (voluntary), full time/part time, work placements. Describe different jobs that family members, friends and people in the community may do.
Belonging to a community		Managing finances
Respond to stimuli about the different groups we belong to (e.g. family, school, clubs, faith).	Describe how being part of a group makes us feel. Identify specific things we take part in as a member of these groups. Describe what it means to be part of a community. Identify different groups that make up our community.	Describe different ways in which people might acquire money. Identify some ways that money can be kept safe. Explain how other people make things for us that we can't make ourselves or provide us with services that we can't do for ourselves.



			Explain what is meant by earning, spending, and saving money
	Money		
	Respond with curiosity to stimuli about what money looks like. Respond with curiosity to stimuli about different items that shops sell. Respond with curiosity to stimuli about some of the uses of money.	Identify where we may get money from and for what reasons (e.g. presents from relatives or pocket money from a family member). Identify things we (or adults we know) might spend money on, such as food, clothes and things we need to help us to live. Identify why some ways of keeping money safe might be better than others.	