

## Relationship and Health Education (RHE) Curriculum Overview

Year R	Topic	Vocab	I can statements	National Curriculum	Activities
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Daily routine</li> </ul>	<ul style="list-style-type: none"> <li>Dress/Undress</li> <li>Moring routine</li> <li>Sequence</li> <li>Order</li> </ul>	I can sequence my daily routine.	To consider the routines and patterns of a typical day.  Learning Outcomes: Understand some areas in which the children can look after themselves e.g. dressing and undressing	Sequencing pictures of how to get ready for a typical school day, for example; waking up, brushing their teeth, eating breakfast etc..
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Clean</li> <li>Smelly</li> <li>Flannel</li> <li>Sponge</li> <li>Towel</li> <li>Toothpaste</li> <li>Toothbrush</li> </ul>	I can understand how to keep clean.  I can name different hygiene routines.  I can name different items needed to keep good hygiene.	To understand why hygiene is important.  Learning Outcomes: Explain why it is important to keep clean Understand some basic hygiene routines.	Children to examine the keeping clean items and pictures and decide together what they are used for.
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Families</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Mum</li> <li>Dad</li> <li>Brother</li> <li>Sister</li> <li>Grandma</li> <li>Granddad</li> <li>Stepmum</li> <li>Stepdad</li> </ul>	I can recognise different members of my family.  I can name different family members.  I can recognise different types of families.	To recognise that all families are different.  Learning Outcomes: Identify different members of the family Understand how members of a family can help each other.	Read 'The Great Book of Families' by Mary Hoffman/ Ros Asquith.  Each child to have a piece of paper and a pencil and ask them to draw a picture of their own family members and discuss how they look after and care for them.
Year 1	Topic	Vocab	I can statements	National Curriculum	Activities
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Clean</li> <li>Good Hygiene</li> <li>Flannel</li> <li>Sponge</li> <li>Towel</li> <li>Toothpaste</li> <li>Toothbrush</li> <li>Bath</li> <li>Wash</li> </ul>	I can describe how I can look after myself.  I can describe how to keep myself clean.	To understand some basic hygiene principles.  Learning Outcomes: Know how to keep clean and look after oneself.	In small groups at tables, give each group a keeping clean picture. Ask the groups to discuss what the object in the picture is, how it helps people to keep clean, when is it used and would they need help to use it?
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Growing and changing</li> </ul>	<ul style="list-style-type: none"> <li>Boy</li> <li>Girl</li> <li>Female</li> <li>Male</li> </ul>	I can understand the human developmental stages.  I can know the difference between male and female babies.	To introduce the concept of growing and changing.  Learning Outcomes: Understand that babies become children and then adults Know the differences between boy and girl babies.	In small groups at tables, give each group a set of lifecycle picture cards and lifecycle word cards. Ask the group to sequence the pictures in a line to order from a baby to old age.
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Families</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Mum</li> <li>Dad</li> <li>Brother</li> <li>Sister</li> <li>Grandma</li> <li>Granddad</li> <li>Stepmum</li> <li>Stepdad</li> </ul>	I can recognise different types of families.  I can recognise which people I can ask for help.  I can describe how my family cares for me.	To explore different types of families and who to ask for help.  Learning Outcomes: Know there are different types of families. Know which people we can ask for help	Read the Family Book by Todd Parr  Have a class discussion about the different types of families and how they help and care for them
Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Similar</li> <li>Different</li> <li>Gender roles</li> <li>Boy</li> <li>Girl</li> <li>Male</li> <li>Female</li> </ul>	I can recognise the different jobs that both male and female can do.  I can recognise that some people have fixed ideas about what boys and girls can do.  I can recognise the difference between male and female babies.	To introduce the concept of male and female and gender stereotypes  To identify differences between males and females.  Learning Outcomes: Understand that some people have fixed ideas about what boys and girls can do.	Whole class sorting activity using the Venn diagram on the Powerpoint slide (labelled as; BOY, GIRL and BOTH). One by one invite the children to select an object from the PowerPoint slide of objects and clothing, pictures of different jobs a teacher, fire fighter, doctor etc ..and place it in the BOY, GIRL or BOTH space.
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Difference between male and female animals</li> </ul>	<ul style="list-style-type: none"> <li>Similar</li> <li>Different</li> <li>Male</li> <li>Female</li> </ul>	I can recognise the difference between the male and female animals and name them.	To explore some of the differences between males and females and to understand how this is part of the lifecycle  Learning Outcomes: Describe some differences between male and female animals	Whole class discussion about naming and finding the differences between male and female animals. For example a male horse is called a stallion and a female horse is called a mare and a baby horse is called a foal. Discuss how some animals feed their offspring as part of the life cycle.

Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Difference between male and female humans</li> </ul>	<ul style="list-style-type: none"> <li>Similar</li> <li>Different</li> <li>Male</li> <li>Female</li> <li>Penis</li> <li>Vagina</li> </ul>	<p>I can recognise the difference between male and female.</p> <p>I can name and label the male and female body parts.</p> <p>I can remember the PANTS rule.</p>	<p>To focus on physical difference and name body parts.</p> <p>Learning Outcomes: Describe the physical differences between males and females. Name the male and female body parts.</p>	<p>Children to individually name and label the male and female body parts on the body parts worksheet linked to the PANTS rule.</p>
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SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- Making sure hands on resources are available when talking about hygiene (see plan on the resources required).
- Seating on the carpet and chairs should be carefully planned to support children to communicate, respond and interact with others and the teacher/TA in discussions.
- Creating accessible slides and resources readily available for them (picture word banks, hygiene resources and family pictures).
- T.A. support where possible to ask questions, scribe ideas.
- SEND children to be in smaller groups where possible.
- Mixed attaining level pairs to support each other.
- Speak to Succeed partners.
- Re-visit previously taught vocabulary and concepts. Use physical resources and pictures to help remind children. Look back at previous own work and discuss what they were learning/thinking about.