

RHE LONGTERM PLAN

Writing			
Nursery	End points <ul style="list-style-type: none"> To be ready for new experiences, transitioning to reception classes. To be able to follow rules and know why they are important. To be responsible and be confident to be part of the school community. Can make healthy choices about food, drink, activity and tooth brushing. Have an awareness of safety and manage their own risks. Write recognisable marks and letters. Develop their small motor skills so they can use a range of tools safely and confidently. 		
	Suggested Themes- Autumn	Suggested Themes- Spring	Suggested Themes- Summer
	Routines, All about me, Autumn, Halloween, Diwali, Bonfire night, Christmas/ Winter	Valentines Chinese New year Tasting Chinese food / pancakes Spring/Farms/Traditional tales/Easter Mother's day/ hatching chicks	Growing / Eid /Growing butterflies M Minibeasts/ Summer
Reception PSED	End points Building Relationships <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		
	Suggested Themes/NC- Autumn	Suggested Themes/NC- Spring	Suggested Themes/NC- Summer
	Theme: Settling in / Us /Autumn/ Festivals/Nocturnal/Where in the world <ul style="list-style-type: none"> To play co-operatively with a focus on taking turns (games / role play / bikes/laptops) Names of friends / support children to make friends / be friendly / (circle time / group games) To think about how they are feeling, how do feelings change through the day / week Name different feelings and start to understand the differences between them To follow a simple 1 step instruction Classroom routines / expectations Right and wrong – why we sometimes need to have rules Introduction of value of the week Looking after our environment (keeping clean / tidy etc) Keeping clean / washing hands / germs 	Theme: Winter/Festivals/bears /growing/planting/ <ul style="list-style-type: none"> Working together to be good friends – what makes a good friend? How to help others if you see someone hurt/upset and be sensitive to their needs To know how to deal with falling out with friends or if a friend makes you angry (ie not sharing / snatching your toy) To know what to do if your needs are not met instantly (calm techniques / other ways to deal with it / how to deal with your emotions) To follow a 2 step instruction Importance of eating healthy foods – look at growing vegetables How we behave when we are on trips / out of school and why this is important Taking jumpers on /off techniques to support independence 	Theme: Traditional stories/Festivals / transition/minibeasts <ul style="list-style-type: none"> Solving problems with the help of others Transition up to year 1 – how to deal/cope with this change Listen to other people's ideas Celebrating success – what can you achieve now that you couldn't at the start of the year. Look at far you have come To follow instructions with several steps Transition up to year 1 – how to deal/cope with this change Not to give up when things stand in your way – persevere if things become tough / hard Transition up to year 1 – how to deal/cope with this change
KS1			
Underpinning subject context Yr1			

RHE LONGTERM PLAN

Conditions for learning (CL): Whole class discussions, collaborating with peers and oracy.

Learning for Social Mobility (LSM): Children exploring emotions and how particular experiences can affect their feelings (explored through texts alongside RHE concepts to aid discussion).

Learning for Spirituality (LS): Children begin to discuss and reflect on their own experiences of why they should treat people equally and why they should not bully others.

Learning for morality/character/values (LMCV): Discussing the importance of right and wrong in terms of behaviour and relating with their peers.

Learning for Knowledge acquisition (LKA): Children begin to explore the importance of safety e.g. stranger danger, the importance of respectful yet caring relationships and how to treat others. Pupils also explore the differences in themselves compared to others and how they should treat each other equally.

Learning for Language (LL): Pupils use iPads and teacher questioning to unpick the meaning of particular words.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme: Rags to Riches		Theme: From the city to the seaside	
	<p>Theme: Think Big</p> <p>Texts: Once There Were Giants by Martin Wadell, Giants by Mij Kelly, The Enormous Turnip, Finn MacCool and the Giant's Causeway, The Smartest Giant in Town by Julia Donaldson, Greta and the Giants by Zoe Tucker</p> <p>Concepts:</p> <ul style="list-style-type: none"> • What makes me special or unique? • How am I the same or different from other people? • How can I develop as a person? • How can I share my hobbies and interests with others? • Who will help me to be a good or great me? • What could I do if achieving my aims feels impossible? 	<p>Theme: Into the Woods</p> <p>Texts: Little Red Riding Hood, Hansel & Gretel, Into the Woods by Anthony Browne, The Deep Dark Wood by Algy Craig Hall</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Stranger Danger (Why should we be cautious around strangers?) • Bullying (Is it ever ok to harm someone else?) • Emergency (What can we do if there is an emergency?) 	<p>Text: Sleeping Beauty, The Paper Bag Princess, Castle Poems, Jack and the Beanstalk, The Very Last Castle</p> <p>Text type: Narrative (Fairy tale ending/Modern Fairy tales/Traditional fairy tales)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Health and Prevention (How can I be healthy?) • Health and Prevention (How much food exercise and rest do I need to maintain a healthy body?) • Health and Prevention (How can I maintain a healthy body and mind?) • Health and Prevention (What are positive and negative feelings?) 		<p>Text: Nana in the City by Lauren Castillo, What if...? By Anthony Browne, Dick Whittington, The Snail and the Whale, Gracie the Lighthouse Cat, The Lighthouse Keeper's Lunch</p> <p>Text type: Description</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Respectful Relationships (What is fair and just?) • Respectful Relationships (Why do we have laws and rules?) • Respectful Relationships (What is equality?) • Caring Friendships (Do I have to do anything to make people love or like me?) • Caring Friendships (How do I show others I like or love them?) • Caring Friendships (What could I do if I feel excluded or lonely?) • Caring Friendships (How can my family protect and care for me?) 	

Underpinning subject context Yr2

Conditions for learning (CL): Collaboration, oracy, whole class discussion, reading and peer on peer discussions.

Learning for Social Mobility (LSM): Children discuss RHE concepts through novels taught during English time and exploring artefacts that link to relationships between characters in the novel.

Learning for Spirituality (LS): Children discuss and reflect on their relationships with others and their attitude towards others-recognising differences and developing positive attitudes

Learning for morality/character/values (LMCV): Children develop recognition of actions and consequences in interactions with others

Learning for Knowledge acquisition (LKA): children acquire language to describe and recognise emotions in themselves and others

Learning for Language (LL): expert packs and class discussions to develop understanding of language within the classroom.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme: From Bugs to Beasts!		Theme: Food of the Gods		Theme: The Greatest Show	

RHE LONGTERM PLAN

	<p>Texts: The Very Hungry Caterpillar by Eric Carle Expert packs about fruit. The Bog Baby by Jeanne Willis and Gwen Millward</p> <p>Concept:</p> <ul style="list-style-type: none"> To know about foods that support good health. To identify and recognise change in themselves and others. Understanding the difference between wants and needs 	<p>Texts: Gorilla by Anthony Browne The Spider and the Fly by Tony DiLertzi Expert packs about animals. Zerraffa Giraffa by Dianne Hofmeyr and Jane Ray</p> <p>Concept:</p> <ul style="list-style-type: none"> To know about different types of bullying (including cyberbullying) To understand the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Understanding that bullying, including cyber-bullying, has a negative and often long-lasting impact on mental wellbeing. Knowing what constitutes a healthy diet. To know that simple hygiene routines that can stop germs from spreading. 	<p>Texts: The Glassmaker's Daughter by Dianne Hofmeyr and Jane Ray</p> <p>Concept:</p> <ul style="list-style-type: none"> Knowing what is meant by dental hygiene 	<p>Texts: Charlie and the Chocolate Factory by Roald Dahl Chocolate by Liz Gogerly Fairtrade by Jillian Powell</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding what creates a healthy diet Understanding and reflecting upon special places 	<p>Texts: Ahmed and the Feather Girl by Jane Ray Peter Spier's 'Circus!' Expert pack about the history of the circus</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding and respecting differences within families 	<p>Texts: Leon and the Place Between</p> <p>Concept:</p> <ul style="list-style-type: none"> Understanding different feelings- worry Managing different feelings- worry Respecting others
--	---	---	--	--	---	---

KS2

Underpinning subject context Yr3

Conditions for learning (CL): Collaboration, oracy, whole class discussion, reading and peer on peer discussions.

Learning for Social Mobility (LSM): Children visit local residents to discuss the importance of safety and caring relationships. Pupils use famous texts to discuss relationships, wellbeing and the like.

Learning for Spirituality (LS): Children use RE and RHE to discuss how religious beliefs can impact a person's actions.

Learning for Knowledge acquisition (LKA): Children read novels relating to RHE to build the vocabulary needed around the curriculum, supported by the teacher extracting and discussing this within lessons.

Learning for Language (LL): iPads, books, expert packs and class discussions to develop understanding of language within the classroom.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	<p>Theme: Building a Civilisation Text: Black Dog, The Tear Thief Concept:</p> <ul style="list-style-type: none"> Caring and respectful relationships (The 	<p>Theme: Our Community: Highfields Text: Alice in Wonderland Concept:</p> <ul style="list-style-type: none"> Understanding family and those who care for me. 	<p>Theme: Latin and Londinium Text: Escape from Pompeii Concept:</p> <ul style="list-style-type: none"> Understanding conflict resolutions. 	<p>Theme: Text: The Great Kapok Tree Concept:</p> <ul style="list-style-type: none"> What is important in our lives? The Importance of feeling Safe (How can we help 	<p>Theme: Rivers and Plains Text: Treasure Island Concept:</p> <ul style="list-style-type: none"> Understanding how to look after my mental health and wellbeing. 	<p>Theme: Environment: World in danger Text: King Arthur Concept:</p> <ul style="list-style-type: none"> Developing empathy. Responding to Fear.

RHE LONGTERM PLAN

	Red Tree by Shaun Tan). <ul style="list-style-type: none"> Caring and respectful relationships (What is empathy?). Understanding how families may differ from one another (The First Drawing by Mordicai Gerstein). 	<ul style="list-style-type: none"> Understanding the impact that religious beliefs can have on a person's actions and the importance of respecting others. (RE/RHE). 		others feel safe and secure?).		
--	--	---	--	--------------------------------	--	--

Underpinning subject context Yr4

Conditions for learning (CL): Collaboration, oracy, group work, presentations and whole class discussions.

Learning for Social Mobility (LSM): Novels across Year 4 promote opportunities for RHE concepts to be discussed during English. E.g. Shackleton and the understanding basic first aid to treat common injuries when travelling and the risks associated.

Learning for Spirituality (LS): Reflecting and questioning their own experiences and how they should treat others and how they have behaved towards other people.

Learning for morality/character/values (LMCV): Understanding the importance of right and wrong and how to treat people with respect and developing healthy relationships.

Learning for Knowledge acquisition (LKA): Children to be able to identify and explain the importance of healthy relationships, how to look after their mental well-being and different

Learning for Language (LL): iPads, clarifying words through written texts and dictionaries.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)	Theme/ Concept (NC)
	Theme: Anglo-Saxons and Vikings Text: Nothing But Trouble, Wider than the Sea Concept: <ul style="list-style-type: none"> Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Developing healthy friendships (transition) Understanding how to repair friendships Recognising who to trust and who not to trust. Managing and resolving conflict Practical steps to take in a range of different contexts to improve or support respectful relationships 	Theme: Ancient Greece Text: The Iliad Concept: <ul style="list-style-type: none"> Becoming aware of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. D&T link: The principles of planning and preparing a range of healthy meals. 	Theme: Antarctica Text: Shackleton's Journey, Charlie Changes into a Chicken Concept: <ul style="list-style-type: none"> Understanding the basic first-aid, for example dealing with common injuries, including head injuries. Become aware of different activities that require different amounts calories and nutrients to be healthy. The benefits of physical exercise on mental wellbeing and happiness 	Theme: The Age of Enlightenment Text: Frankenstein's Monster Concept: <ul style="list-style-type: none"> Understand how to be a discerning consumer of information (Protecting oneself from online identity theft and scam websites.) Understand the importance of keeping personal information private. To critically consider online friendships and sources of information, including awareness of the risks associated with people they've never met. The importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Theme: Ancient Baghdad Text: The Breadwinner, Wonder Concept: <ul style="list-style-type: none"> Understanding Others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences. Understanding what boundaries are appropriate in friendships with peers and others (including in a digital context). Understanding that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact. Understanding how to report concerns or 	Theme: Islamic Golden Age Text: The Breadwinner Concept: <ul style="list-style-type: none"> Becoming aware of dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Safety over summer

RHE LONGTERM PLAN

	<ul style="list-style-type: none"> The importance of self-respect and how this links to their own happiness. 				abuse, and the vocabulary and confidence needed to do so.	
--	---	--	--	--	---	--

Underpinning subject context Yr5
 Conditions for learning (CL): Oracy, collaboration, peer work, group tasks, presentations and whole class discussion.
 Learning for Social Mobility (LSM): Stereotypes and society in the context of Richard III. Exploring campaigns that address and combat stereotypes BLM & LGBT. Exploring the different bullying that goes on in diverse communities like Leicester. Children look at marriage in various contexts and families, including the UK legalities.
 Learning for Spirituality (LS): Pupils reflect on the importance of family and how they shape us as individuals. Children discuss the importance of contributing to their community and how other communities may be different in faith and beliefs.
 Learning for morality/character/values (LMCV): Children explore stereotypes in society, the importance of the British law and obeying this. Children learn about the importance of avoiding illegal substances and not giving into peer pressure to ensure they contribute effectively and stick the positive moral values.
 Learning for Knowledge Acquisition (LKA): In lessons, children explore the variety of vocabulary needed when reporting concerns and discussing their needs surrounding wellbeing, relationships, family and the like.
 Learning for Language: iPads, expert packs, images as a stimulus for vocabulary and modelled examples.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 and 2
	Theme/ Concept (NC) Theme: N/A Text: Floodland Concept: <ul style="list-style-type: none"> Exploring different family types and their characteristics. Understanding the importance of respecting others, regardless of our differences. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	Theme/ Concept (NC) Theme: N/A Text: Richard III Concept: <ul style="list-style-type: none"> Recognising stereotypes and the impact these can have. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 	Theme/ Concept (NC) Theme: N/A Text: The Tempest Concept: <ul style="list-style-type: none"> Understanding boundaries and the importance of privacy. Recognising who we should trust and understanding why it sometimes has to be broken. 	Theme/ Concept (NC) Theme: N/A Text: The Odyssey Concept: <ul style="list-style-type: none"> Exploring the contributions different people can make to a community. Understanding bullying in diverse communities. 	Theme/ Concept (NC) Theme: N/A Text: Hound of the Baskervilles Concept: <ul style="list-style-type: none"> Identifying key facts about the changing body as it develops into adolescence. Understanding law-making and how these contribute to society. Exploring associated risks with legal and illegal substances. Understanding the legalities associated with marriage. Exploring mental ill health and how to support myself. Where and how to report concerns and get support with issues online. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Underpinning subject context Yr6
 Conditions for learning (CL): Collaboration, oracy, whole class discussions and group work.
 Learning for Social Mobility (LSM): RHE lends itself towards the novels and books studied throughout the academic year.
 Learning for Spirituality (LS): Knowing about yourself and the body. Developing an understanding of feelings and mental well-being. Children also explore bullying and cyber bullying.
 Learning for morality/character/values (LMCV): Understanding the importance and friendship, conflict and the effects of bullying. Children become aware of how to treat their peers through
 Learning for Knowledge acquisition (LKA): Children to develop an awareness of how to relate with their peers, understanding the importance of their overall health (e.g. mental and physical healthy) and internet safety.
 Learning for Language (LL): iPads, English texts, expert pack and images to support texts.

Year 6	Autumn	Spring	Summer	Transition
	Theme: Victorian England Text: Great Expectations Writing text type: Wills/ Biography/ Instructional writing Concept:	Theme: Partition of India Text: Murder at the Mushaira Writing text type: Intelligence report/Setting description Concept:	Theme: Nature Text: Lord of the Flies Writing text type: Narrative /Persuasive letter	Theme: Imitation vs invention Text: Dante/Beowulf Writing text type: Concept:

RHE LONGTERM PLAN

	<ul style="list-style-type: none"> • Understanding the effects of isolation and loneliness (Changes in technology and the impact of loneliness). • The importance of sleep (Victorians Context). 	<ul style="list-style-type: none"> • Understanding different types of families and people who care for me • Identifying how to recognise if family relationships are making them feel unhappy or unsafe. • Importance of respecting others, even when they are very different from them (e.g. physically, in character, personality or backgrounds). • Understanding different types of bullying and cyberbullying 	/Psychiatric report/Leaflet Concept:	<ul style="list-style-type: none"> • Developing empathy • Developing coping strategies • Importance of rules to stay safe.
--	--	--	--	---