



RSHE AT MAGDALEN GATES



BIG IDEAS

- Well-being
- My body
- My relationships
- My beliefs
- My rights and responsibilities
- Asking for help



KEY CONTENT: RELATIONSHIPS

- **Families and people who care for me:** knowing that families provide love, security and stability, commitment, protection and support. Respecting diverse family units.
- **Caring friendships:** making and keeping friends, managing conflict, creating healthy, positive and inclusive friendships
- **Respectful relationships:** having self and mutual respect, including good manners, and how this links to their own and other's happiness.
- **Rights and responsibilities:** awareness of rights of a child and being responsible for following the school rules and the law.
- **Online relationships:** knowing the rules for keeping safe online and how to recognise and report harmful content and contact.
- **Being safe:** understanding the concept of privacy and boundaries that are appropriate. Knowing how, where and when to report feeling of being unsafe in all contexts, including adults that they do not know.

A Magdalen Gates RSHE learner will know how to build healthy relationships, where and when to seek help and how to keep themselves safe. Our curriculum aims to create happy, healthy and confident children who are aware of their rights and responsibilities.



KEY CONTENT: HEALTH

- **Mental well-being:** recognising and talking about emotions and the importance of this, self-care techniques to improve mental well-being.
- **Physical health:** importance of regular exercise and what makes a healthy diet. Keeping healthy e.g. visiting the dentist, personal hygiene. Knowing facts about harmful substances.
- **Changing body:** preparing for the physical emotional changes during puberty.
- **Internet safety:** impact of positive and negative content online, including social media. Knowing how to display respectful behaviour online and keeping information private.



RETRIEVAL PRACTICE

- Low stakes quizzing for long term memory.
- Assessment opportunities at the end of each lesson.
- Opportunity to embed knowledge learnt on a daily basis.



PROGRESS

- Units of work are carefully sequenced so prior knowledge and concepts are built upon from previous year groups and units.
- Our curriculum is a progression model.



SUPPORT

- Everyone has access to the National Curriculum.
- All children identify 5 adults they trust in school on a 'Helping Hand'.
- Individualised support given.