

## RHE Scheme (Life to the Full): Spring Term Overview

### EYFS

Spring Units	Overview	Learning Objectives (what children will learn)
I Like, You Like, We all Like!	This session builds on themes of similarities and differences by helping children consider what likes and dislikes they have in common. Children will also participate in a story in which Mollie the Cat feels bad because she doesn't like catching mice, but comes to a place of self-acceptance with the help of her friends.	<ul style="list-style-type: none"> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• That it is natural for us to relate to and trust one another</li> </ul>
Good Feelings, Bad Feelings	Using pictures and short stories of Freddy Teddy and his friends experiencing different feelings, children will discuss how they are feeling, what feelings can look like and why they might be feeling them. They will also work on empathy and understanding of others, and how to help.	<ul style="list-style-type: none"> <li>• A language to describe their feelings</li> <li>• An understanding that everyone experiences feelings, both good and bad</li> <li>• Simple strategies for managing feelings</li> </ul>
Let's Get Real	This session moves away from Freddy Teddy and friends and looks at a real life example of a challenging situation like pupils may face. Children will engage creatively with this story, learning that actions have consequences; that when we make mistakes, we should say sorry and ask for forgiveness. This will lead into a basic exploration of Jesus' forgiveness for us.	<ul style="list-style-type: none"> <li>• Simple strategies for managing emotions and behaviour</li> <li>• That we have choices and these choices can impact how we feel and respond.</li> <li>• We can say sorry and forgive like Jesus</li> </ul>
Growing Up	This session helps children explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God's plan for our lives, and that we are loved by Him at every life stage.	<ul style="list-style-type: none"> <li>• That there are natural life stages from birth to death, and what these are</li> </ul>
Role Model	The first part of this session helps children to understand why the Bible is so special to Christians and the second helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.	<ul style="list-style-type: none"> <li>• We are part of God's family</li> <li>• Jesus cared for others and wanted them to live good lives like him</li> <li>• We should love other people in the same way God loves us</li> </ul>
Who's Who?	This session helps children learn and apply names to different family relationships, as well as discussing 'special people' who they can trust.	<ul style="list-style-type: none"> <li>• To identify special people (e.g. parents, carers, friends) and what makes them special</li> <li>• The importance of the nuclear family and of the wider family</li> </ul>

		<ul style="list-style-type: none"> <li>• The importance of being close to and trusting of 'special people' and telling them if something is troubling them</li> </ul>
You've got a friend in me	Through role play and story, this session discusses friendships with peers and the different qualities of a positive/negative relationships. Children will expand their vocabulary around this topic and learn to look to Jesus as a role model for being a good friend.	<ul style="list-style-type: none"> <li>• How their behaviour affects other people and that there is appropriate and inappropriate behaviour</li> <li>• The characteristics of positive and negative relationships</li> <li>• About different types of teasing and that all bullying is wrong and unacceptable</li> </ul>
Forever Friends	Through a story about Freddy Teddy struggling to share at a picnic with his friends, this session helps children consider how to resolve conflict in friendships through saying sorry and asking for/receiving forgiveness. Children will learn that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.	<ul style="list-style-type: none"> <li>• To recognise when they have been unkind to others and say sorry.</li> <li>• That when we are unkind, we hurt God and should say sorry.</li> <li>• To recognise when people are being unkind to them and others and how to respond.</li> <li>• That we should forgive like Jesus forgives.</li> </ul>

## RHE Scheme (Life to the Full): Spring Term Overview

### Years 1 and 2

Spring Units	Overview	Learning Objectives (what children will learn)
Feelings, Likes and Dislikes	In this session, children will watch a video where our two film presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.	<ul style="list-style-type: none"> <li>• That it is natural for us to relate to and trust one another;</li> <li>• That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc);</li> <li>• A language to describe our feelings.</li> </ul>
Feeling Inside Out	In this session, our film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.	<ul style="list-style-type: none"> <li>• Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.</li> </ul>
Super Susie Gets Angry	Using the knowledge they gained over previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play (depending on teacher preference and age/stage of children). They will learn more about consequences of choices and what to do when it all goes wrong.	<ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and for good behaviour;</li> <li>• That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do;</li> <li>• That Jesus died on the cross so that we would be forgiven.</li> </ul>
The Cycle of Life	This session starts by referring back to the account of Jesus welcoming the little children to show that God created us to follow the cycle of life and He loves us at every stage. We are created to grow, change and learn, not least about the love of God and how we can share it with others. There can be joy in every stage of life!	<ul style="list-style-type: none"> <li>• Children will know and appreciate that there are natural life stages from birth to death, and what these are</li> </ul>
God Loves You	This session tells the story of The Prodigal Son to show that God loves us, and nothing we can do will stop Him from loving us. Children will listen to an adapted version of the Prodigal Son story and participate in activities and discussions to help them apply this story to their own lives. <b>NB.</b> This parable describes what God is like through the incredibly loving, forgiving Father in	<ul style="list-style-type: none"> <li>• We are part of God's family;</li> <li>• Saying sorry is important and can mend friendships;</li> </ul>

	<p>the story. Be aware that some children might struggle with making this comparison if their own family set ups are difficult. Ensure children know the importance of speaking out if anything about their family is upsetting them.</p>	<ul style="list-style-type: none"> <li>• Jesus cared for others and had expectations of them and how they should act;</li> <li>• We should love other people in the same way God loves us.</li> </ul>
Special People	<p>This session will help children to identify the ‘special people’ in their lives and what it is that makes them special.</p> <p>Through exploring Super Susie’s network of special people – her Super Special Squad – children will understand the importance of the nuclear and wider family, and of being close to and trusting their special people, especially their parents. They will also learn that it is important to talk to their special people about things that are troubling them.</p> <p>Children will be given opportunities to reflect on their own network of special people and to remember that God is their most special relationship of all.</p>	<ul style="list-style-type: none"> <li>• To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special;</li> <li>• The importance of nuclear and wider family;</li> <li>• The importance of being close to and trusting special people and telling them if something is troubling them.</li> </ul>
Treat Others Well	<p>This session investigates how their behaviour can affect other people.</p> <p>Children will interact with a film to help them to identify appropriate and inappropriate behaviours and the effects that they can have.</p>	<ul style="list-style-type: none"> <li>• How their behaviour affects other people, and that there is appropriate and inappropriate behaviour;</li> <li>• The characteristics of positive and negative relationships;</li> <li>• Different types of teasing and that all bullying is wrong and unacceptable.</li> </ul>
And Say Sorry	<p>Children will watch interviews with the characters in film from the last session to see how they felt about what had happened, and the significance of saying sorry.</p> <p>Children will learn that our behaviour can not only upset other people, but it can hurt God too. They will be given an opportunity to reflect on their own experiences and to give and receive forgiveness.</p>	<ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry;</li> <li>• To recognise when people are being unkind to them and others and how to respond;</li> <li>• To know that when we are unkind to others, we hurt God also and should say sorry to him as well;</li> <li>• To know that we should forgive like Jesus forgives.</li> </ul>

## RHE Scheme (Life to the Full): Spring Term Overview

### Years 3 and 4

Spring Units	Overview	Learning Objectives (what children will learn)
What Am I Feeling?	This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved. Children will learn to examine their feelings, to try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good or bad guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.	<ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects);</li> <li>• To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</li> <li>• What emotional well-being means;</li> <li>• Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</li> <li>• Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</li> </ul>
What Am I Looking At?	This session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.	<ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> </ul>
I Am Thankful!	In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may lead us to act inappropriately, and so they will learn how to build resilience against those feelings by practising thankfulness. Children will be given an opportunity to be thankful for people and experiences in their lives.	<ul style="list-style-type: none"> <li>• Some behaviour is wrong, unacceptable, unhealthy and risky;</li> <li>• Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</li> </ul>
Lifecycles (Y4 Only)	In this session, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to	<ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents;</li> </ul>

	discover how life is created in the womb. It is worth noting that sexual intercourse is not discussed in this session. The session will end with a thanksgiving meditation.	<ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</li> <li>• How conception and life in the womb fits into the cycle of life;</li> </ul>
Friends, Family and Others	This session will help children to identify more complex relationships in their lives, including family, friends and other people; they will explore how to relate to people within these different relationships. Children will also discuss what it means to be a good friend, and learn some strategies to use when relationships become difficult.	<ul style="list-style-type: none"> <li>• Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong;</li> <li>• That there are different types of relationships including those between acquaintances, friends, relatives and family;</li> <li>• That good friendship is when both persons enjoy each other's company and also want what is truly best for the other;</li> <li>• The difference between a group of friends and a 'clique'.</li> </ul>
When Things Feel Bad	In this session, children will discuss the nature and consequences of discrimination and teasing, and learn how to recognise bullying and abuse in all its forms. This session includes physical bullying and emotional online bullying. Children will take part in role-playing activities to consider how bullying affects people, and strategies to develop resilience and resist pressure. You may choose to run these role-playing activities at a different time in order to give all of the activities plenty of time and space.	<ul style="list-style-type: none"> <li>• Develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying;</li> <li>• Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</li> </ul>

## RHE Scheme (Life to the Full): Spring Term Overview

### Years 5 and 6

Spring Units	Overview	Learning Objectives (what children will learn)
Making Babies (Part 1)	This session explores how a baby grows in the womb, building and developing the teaching at Lower Key Stage Two. In the episode of “Paradise Street”, Finn learns that his Mum is going to have a baby. He discusses it with his friends, who don’t know much about where babies come from. Finn learns from his Mum how about the miraculous process of human life is conceived and developed in the womb. Finn also has his worries alleviated about being ‘replaced’ or not loved so much when the new baby comes along.	<ul style="list-style-type: none"> <li>• How a baby grows and develops in its mother’s womb.</li> </ul>
Making Babies (Part 2)	Previously in “Paradise Street”, Finn and Leyla asked questions about how babies are made and they learned about the different stages of life in the womb. At the end of the episode, Finn disarms his Dad with the question, “How did your sperm actually get inside Mum’s body?” In this session, pupils will learn some key information and facts about sexual intercourse; the teaching is underpinned with the religious understanding that sexual intercourse is intended for married couples and has been designed by God.	<ul style="list-style-type: none"> <li>• Basic scientific facts about sexual intercourse between a man and woman;</li> <li>• The physical, emotional, moral and spiritual implications of sexual intercourse;</li> <li>• The Christian viewpoint that sexual intercourse should be saved for marriage</li> </ul>
Menstruation	Through this session, pupils will learn about how girls manage their periods, and understand some of their possible side effects. They will learn why periods happen; that fertility is necessary to bring a child into the world; and how periods are part of God’s plan for creation.	<ul style="list-style-type: none"> <li>• About the nature and role of menstruation in the fertility cycle, and that fertility is involved in the start of life;</li> <li>• Some practical help on how to manage the onset of menstruation.</li> </ul>
Is God Calling You?	A lesson looking at the nature of God’s call to love others. The pupils look in detail and imaginatively at the story of Zacchaeus’ conversion and explore ways in which they can hear God’s call in their lives.	<ul style="list-style-type: none"> <li>• To know that God calls us to love others.</li> <li>• To know ways in which we can participate in God’s call to us.</li> </ul>
Under Pressure	The first step to coping with pressure is to identify the many guises it can take. In this session, children will learn about spoken and unspoken pressure	<ul style="list-style-type: none"> <li>• Pressure comes in different forms, and what those different forms are;</li> </ul>

	<p>that they might experience, particularly from their peers. Then, in small groups, children will rehearse role-play scenarios and present them to the class, so that children can identify different ways in which people can experience pressure, e.g. rejection, reasoning, put downs, looks etc, and they will learn about and discuss strategies to resist pressure.</p>	<ul style="list-style-type: none"> <li>• There are strategies that they can adopt to resist pressure.</li> </ul>
<p>Do You Want a Piece of Cake?</p>	<p>The previous session in this unit considered different ways in which children might feel pressured by those around them, particularly their peers. This session discusses the issue of consent and bodily autonomy, and it equips children with the ability and confidence to say 'no'.</p>	<ul style="list-style-type: none"> <li>• Understand what consent and bodily autonomy means;</li> <li>• Discuss and reflect on different scenarios in which it is right to say 'no'.</li> </ul>
<p>Self-Talk</p>	<p>So far in this unit, we have explored the pressures that children can feel from peers and adults, and how to cope with and resist these pressures. But some of the strongest pressures that young people can experience come from themselves, and these have a huge effect on how they relate to the world and the people around them.</p> <p>Building on the CBT exercise of Thoughts-Feelings-Actions which was introduced in the previous module, this session applies the approach of 'self-talk' to consider how our thoughts and feelings not only impact on our well-being but also our friendships and relationships with others.</p>	<ul style="list-style-type: none"> <li>• Learn about how thoughts and feelings impact on actions, and develop strategies that will positively impact their actions;</li> <li>• Apply this approach to personal friendships and relationships.</li> </ul>