

Year R RHSE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Handmade with Love</u>	<u>Me, My Body, My Health</u>	<u>Emotional Wellbeing</u> <u>Life Cycles</u>	<u>Personal Relationships</u>	<u>Keeping Safe</u>	<u>Living in the Wider World</u>

Click the link to go to the correct section for each half term.
Scroll to see individual sessions

Unit 1 – Religious Understanding introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.

Dear GOD, 

You made our world and all the amazing things in it.

Thank you for making me and loving me.

Help us to take care of ourselves and the world.

Amen





What happens in the sessions?

Over five days, children will be told the story of creation, engaging with it creatively through sound, movement and discussion. This session aims to provide children at the outset of the programme with the language and understanding of the fundamental principle that we were created by God out of love and for love.

What do children learn?

- We are created individually by God as part of His creation plan
- We are all God's children and are special
- Our bodies were created by God and are good
- We can give thanks to God!

Suggested Home Activity

Read the creation story from Genesis 1 with your child. Why not take a walk outside and notice the different things that God has created.

Discuss how God loves them as His child and that that makes them really special!

In Unit 2 – Me, My Body, My Health, children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about looking after and using their God-given bodies and develop their vocabulary around this topic.

DEAR GOD,

You gave me my amazing body.

You call me part of your family.

You made me ME.

Thank you!





What happens in the sessions?

This session helps children learn that they are uniquely created by God and special because they are made and loved by Him. As children explore in more detail their uniqueness and what that means in real terms, this session aims to celebrate difference as well as individual gifts, talents and abilities.

What do children learn?

- We are each unique, with individual gifts, talents and skills
- Whilst we all have similarities because we are made in God's image, difference is part of God's plan!

Suggested Home Activity

Instigate a discussion with your child about their gifts, talents and skills. Discuss that we get better at things by practising them. You might like to mention something that you work hard at and ask if your child wants help to practice anything at home.

If sent home from school, look at your child's 'I Am Me' worksheet and ask them to guess what yours might look like!

Autumn 2 – Me, My Body, My Health

Session 2 – Heads, Shoulders, Knees and Toes



What happens in the sessions?

The first part of this session involves children moving around and exploring the movements their bodies can make by taking part in a story about Freddy Teddy and Mollie the Cat, who take a morning walk. The rest of the session helps children realise how wonderful their unique, God-given bodies are. The session also briefly discusses, in an age-appropriate way, that privates are private.

What do children learn?

- That their bodies are good and made by God
- The names of the parts of the body (not genitalia)

Suggested Home Activity

This session **does not** teach children names for genitalia, but does reinforce the message that privates are private, and hugging and kissing is only for family members. You might like to discuss this further with your child.

As your child is getting dressed/having a bath etc, test them on their knowledge of body part names. You might even like to help them draw a life size outline of themselves (by asking them to lie on the paper to be drawn around) and have them add features, clothes, labels for body parts etc.)

Autumn 2 – Me, My Body, My Health

Session 3 – Ready Teddy



What happens in the sessions?

With the ultimate aim of looking after our God-given bodies, this interactive session involves children helping Freddy Teddy to make good, healthy lifestyle decisions, including about exercise, diet, sleep and personal hygiene. Note that this session is not exhaustive and these topics will need to be revisited multiple times for children to really grasp them; rather, this session offers spiritual reasoning for why we should look after our bodies, and consolidates on the good practice being taught in schools and at home.

What do children learn?

- That our bodies are good and we need to look after them
- What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene

Suggested Home Activity

Discuss diet, exercise, sleep and personal hygiene with your child, encouraging them to take more responsibility for themselves.

Have your child help design and prepare a meal with you, teaching them any new skills required.

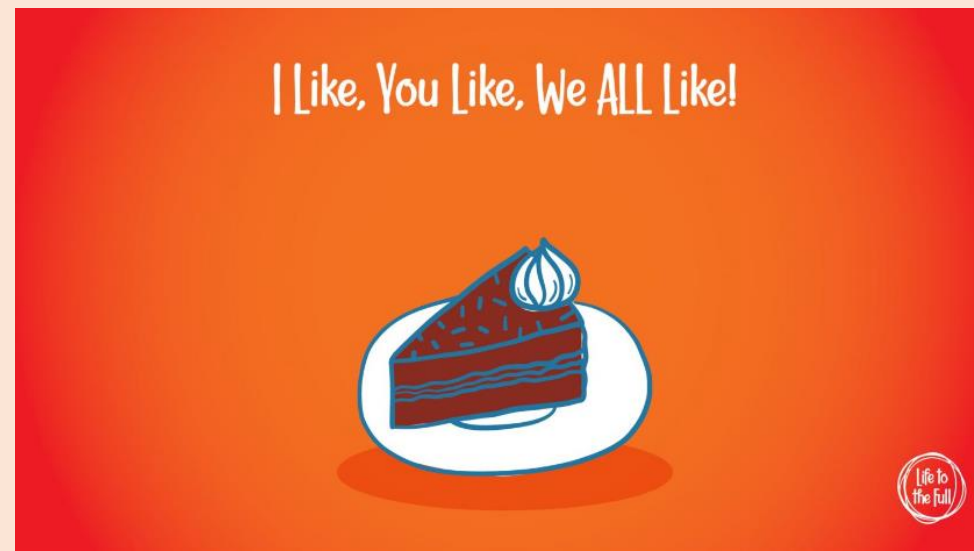
You might also like to consider enrolling your child in an after-school club that will promote a healthy lifestyle, e.g. exercise (most schools offer this for all ages groups either through staff or through external companies).

Over the three sessions of Unit 3 – Emotional Well-Being, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.

Whatever I'm FEELING,
Jesus is WITH ME,



Spring 1 – Emotional Wellbeing Session 1 – I Like, You Like, We All Like



What happens in the sessions?

This session builds on themes of similarities and differences from Unit 2 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.

What do children learn?

- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)
- That it is natural for us to relate to and trust one another

Suggested Home Activity

Discuss with your child what they like doing and why, and ask if they might like to do more of it. Share with them things that you like doing and discuss how important it is that we make time for doing things we like – even adults!

This session also deals briefly with the idea of feeling pressure to like/dislike a certain thing, so be aware of this and discuss as appropriate.

Spring 1 – Emotional Wellbeing

Session 2 – Good Feelings, Bad Feelings



What happens in the sessions?

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.

What do children learn?

- A language to describe their feelings
- An understanding that everyone experiences feelings, both good and bad
- Simple strategies for managing feelings

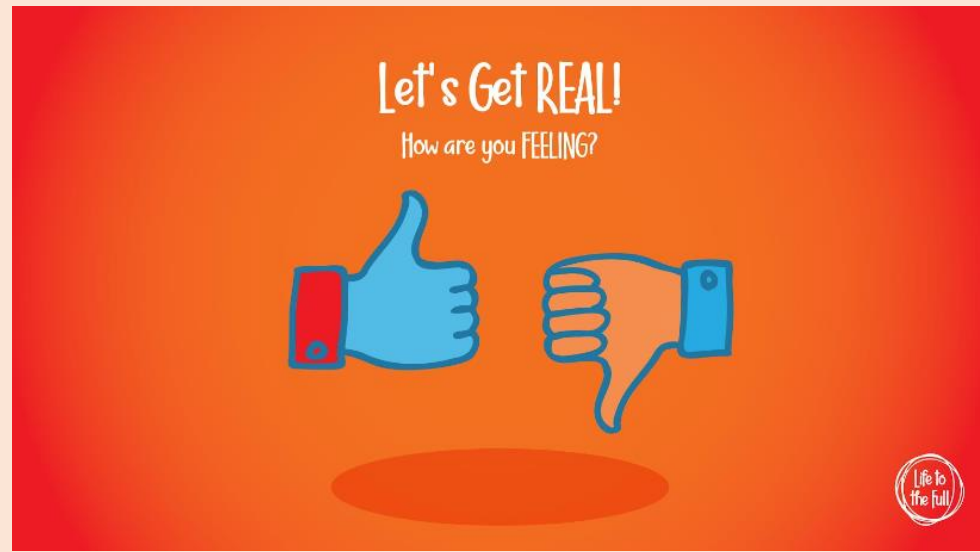
Suggested Home Activity

This session helps children develop a language for talking about their feelings. Continue this discussion at home, sharing with them how you feel and why too.

You also might like to read story books with your child about feelings, which your school or local library will suggest for you.

Spring 1 – Emotional Wellbeing

Session 3 – Let's Get Real



What happens in the sessions?

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.

What do children learn?

- Simple strategies for managing emotions and behaviour
- That we have choices and these choices can impact how we feel and respond
- We can say sorry and forgive like Jesus

Suggested Home Activity

To help your child develop a greater awareness of and vocabulary to describe their own feelings, you might like to encourage your child to keep a simple diary, where they can write about or draw their feelings.

This session helps children face difficult situations by thinking about feelings, actions and consequences. You might like to use this vocabulary at home, and we suggest that parents model saying 'sorry' when they do something wrong or make a mistake, to encourage this behaviour in children.

Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in Unit 4 – Life Cycles children will 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.

I don't know
what I'll be
but You will still
look after me.



Spring 1 – Life Cycles

Session 1 – Growing Up



What happens in the sessions?

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.

What do children learn?

- That there are natural life stages from birth to death, and what these are.

Suggested Home Activity

You might like to show your child pictures of them when they were a baby. You could even tell them funny stories about things they used to do that they could tell their class! You could also share pictures of yourself as a baby and discuss the different life stages you have been through that they haven't (older child, teenager, adult).

Why not make a 'When I Was a Baby' book (simply several sheets of A4 paper, and perhaps a cardboard cover, stapled together) to be filled with early photos of your child. This could be sent into school and kept in a basket in the Reading Area which the children can access to share with staff and peers to develop their communication skills.

Spring 2 – Personal Relationships

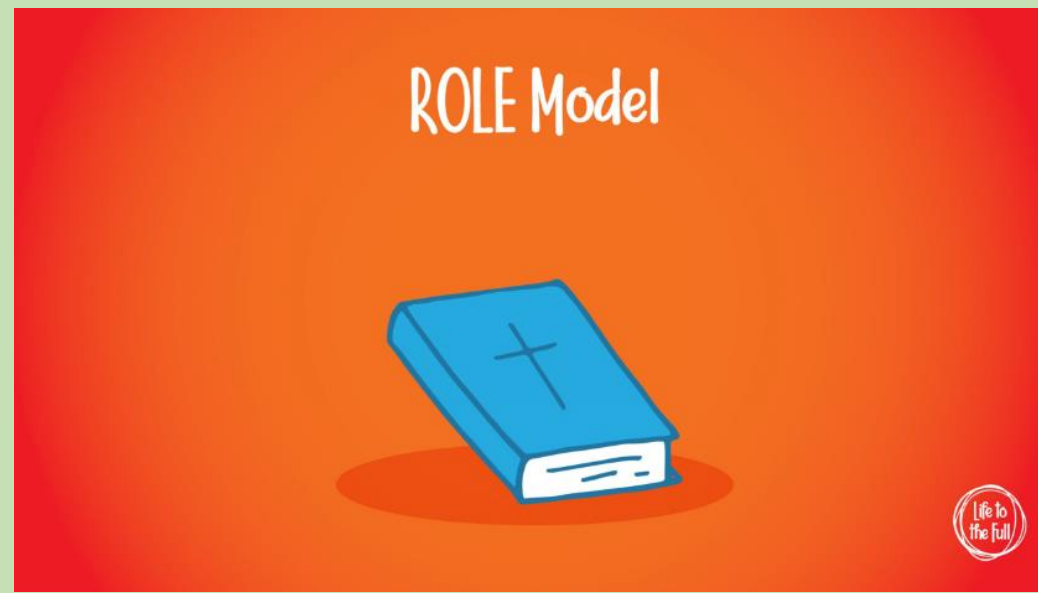
In Unit 2 – Personal Relationships children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus teaches us how to forgive ourselves and others.

Thank you for my FAMILY

I can talk to them and
they care for me



Spring 2 – Personal Relationships
Session 1 – Role Model



What happens in the sessions?

This two-part session helps children to understand why the Bible is so special to Christians and 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.

What do children learn?

- We are part of God's family
- Jesus cared for others and wanted them to live good lives like Him
- We should love other people in the same way God loves us

Suggested Home Activity

In this session, children are challenged to follow in the footsteps of Jesus by showing His love to those around them. Praise them when they are kind and caring at home, and perhaps pray together, thanking God for His love and asking for His help to live like Jesus. You might like to write a family prayer that you could say together.

To remind children of the key verse from the Gospel about Jesus washing the disciples' feet, have children paint and decorate large pebbles with the verse written on: "I have set you an example that you should do as I have done for you."

Spring 2 – Personal Relationships

Session 2 – Who's Who?



What happens in the session?

Through a character's mix up about a family tree and a garden tree, children learn about family and other relationships, including names we can use for them and who the 'special people' are we can trust.

What do children learn?

- To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special
- The importance of nuclear and wider family
- The importance of being close to and trusting special people and telling them if something is troubling them

Suggested Home Activity

Help your child to find information about your family – where do they come from; how many people are there in their family?

Spend time looking at family photos with your child, so they know who is who. You might like to make a family tree to explain the family connections too!

Spring 2 – Personal Relationships

Session 3 – You've Got a friend in Me



What happens in the session?

Through role-play and story, this session discusses the different qualities of a positive/negative relationship. Children will expand their vocabulary around this topic and learn to look to Jesus as a role model for being a good friend.

What do children learn?

- How their behaviour affects other people, and that there is appropriate and inappropriate behaviour
- The characteristics of positive and negative relationships
- Different types of teasing and that all bullying is wrong and unacceptable

Suggested Home Activity

Tell your child about a friend you had in school – are you still friends with them now? Why/why not?

Discuss some other friendships that you have, and what you find enriching about them. You might also like to discuss how you have navigated any difficulties in friendships.

Spring 2 – Personal Relationships

Session 4 – Forever Friends



What happens in the session?

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.

What do children learn?

- To recognise when they have been unkind and say sorry
- To recognise when people are being unkind to them and how to respond
- To know that when we are unkind, we hurt God and should say
- To know that we should forgive as Jesus forgives

Suggested Home Activity

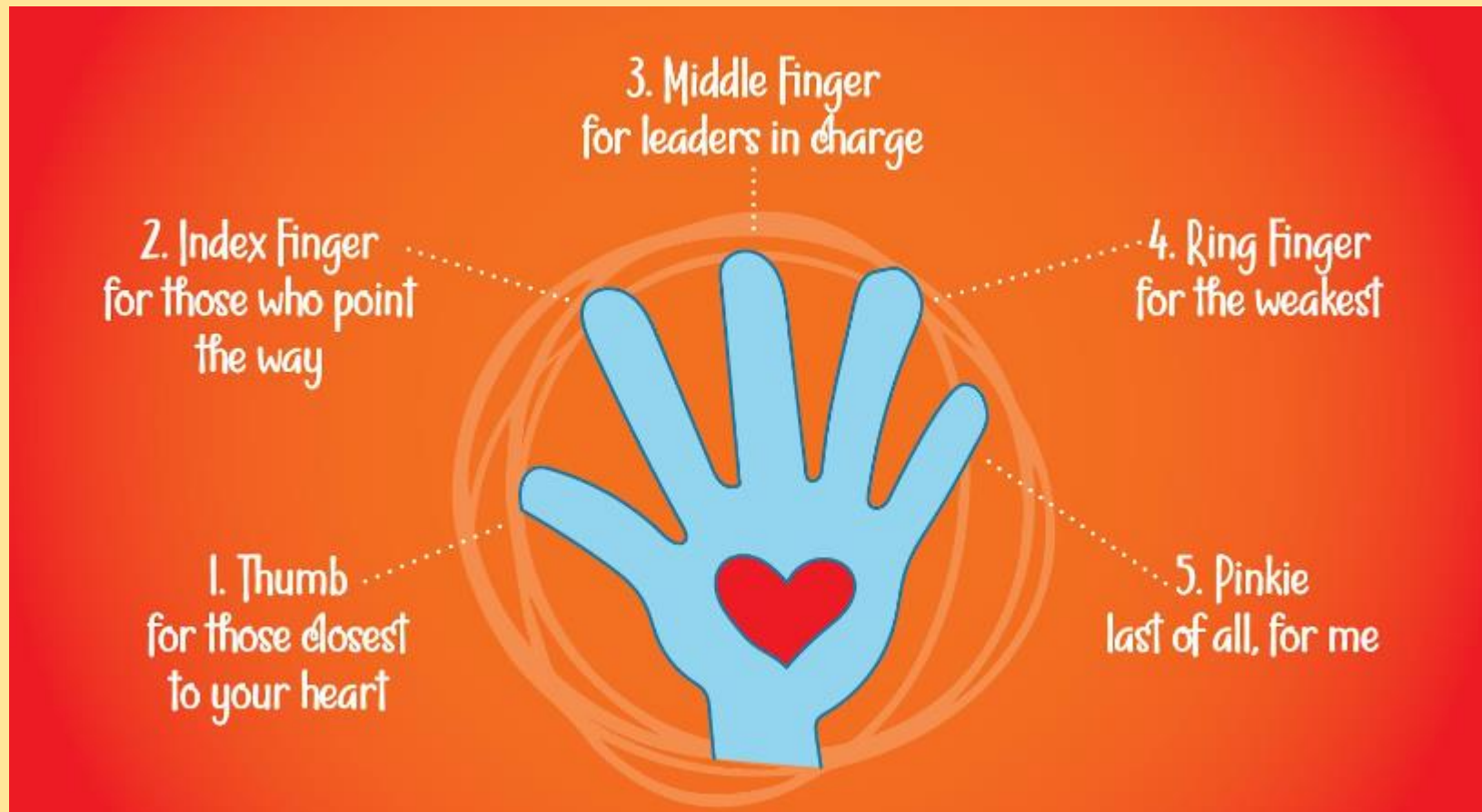
In this session, children heard a story about Freddy Teddy struggling to share with his friends at a picnic. Why not have a picnic at home, making sure that food is shared around nicely!

To encourage your child to say sorry when they do the wrong thing, model saying sorry yourself. You might even like to write a letter to say so too.

Share the 'Our Father' with your child and discuss how Jesus forgives us and wants us to follow his example by forgiving others.

Summer 1 – Keeping Safe

In Unit 3 – Keeping Safe, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.



Summer 1 – Keeping Safe

Session 1 – Safe Inside and Out



What happens in the session?

Through an interactive story where children have to help Freddy Teddy stay safe in various situations, children will explore different ways they can stay safe outside, inside and inside themselves too. All this is underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

What do children learn?

- About safe and unsafe situations indoors and outdoors, including online.
- That they can ask for help from their special people.

Suggested Home Activity

Discuss with your child ways in which they stay safe online and outside of school.

You might like to take pictures of your child taking precautions to keep themselves safe at home/outdoors (e.g. wearing a helmet on a family bike ride, looking and holding an adult's hand whilst crossing the road, playing with a tablet near another adult etc.). These images could be sent into school and used for a carpet time discussion to reinforce learning from the session.

Help your child to write a safety pledge about what they have agreed to do at home to stay safe, e.g. 'I pledge to wear a helmet when I ride my bike.'

Summer 1 – Keeping Safe

Session 2 – My Body, My Rules



What happens in the session?

This session introduces children to the idea of bodily privacy (including the **NSPCC** PANTS message that ‘privates are privates’) and the importance of talking to their ‘special people’ if anything troubles them. This is all underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.

What do children learn?

- To know they are entitled to bodily privacy
- That they can and should be open with ‘special people’ they trust if anything troubles them
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and our parish priest

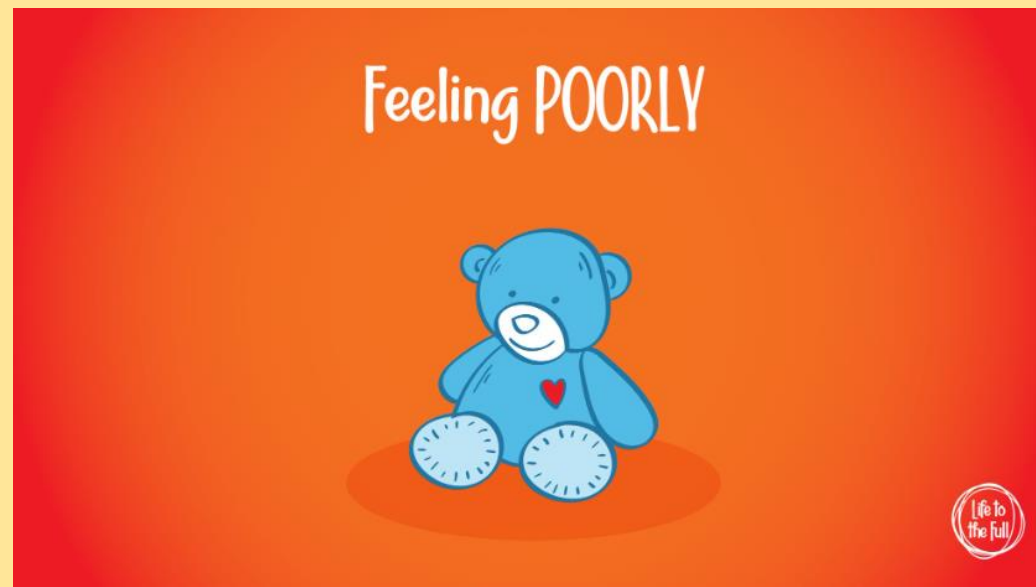
Suggested Home Activity

This session introduces at a very simple level the concept of bodily privacy. Why not use the NSPCC [Pantosaurus song](#) to further discuss the PANTS rules:

- **P**rivates are Private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

Make a ‘worry monster’ with your child – a simple cardboard letterbox where children can draw or write their worries and post them into the monster’s mouth. Make it clear that you will be looking at the worries and might want to talk to them about them.

Summer 1 – Keeping Safe
Session 3 – Feeling Poorly



What happens in the session?

In this session, pupils will be introduced to the idea of medicines as drugs and learn how to be safe around them. Children will draw on their own experiences of feeling poorly and taking medicines, as well as input from an animated expert, Dr Datfa. This session is underpinned with the religious teaching that our bodies are a gift from God which we should take care of.

What do children learn?

- Medicines should only be taken when a parent or doctor gives them to us
- Medicines are not sweets
- We should always try to look after our bodies because God created them and gifted them to us

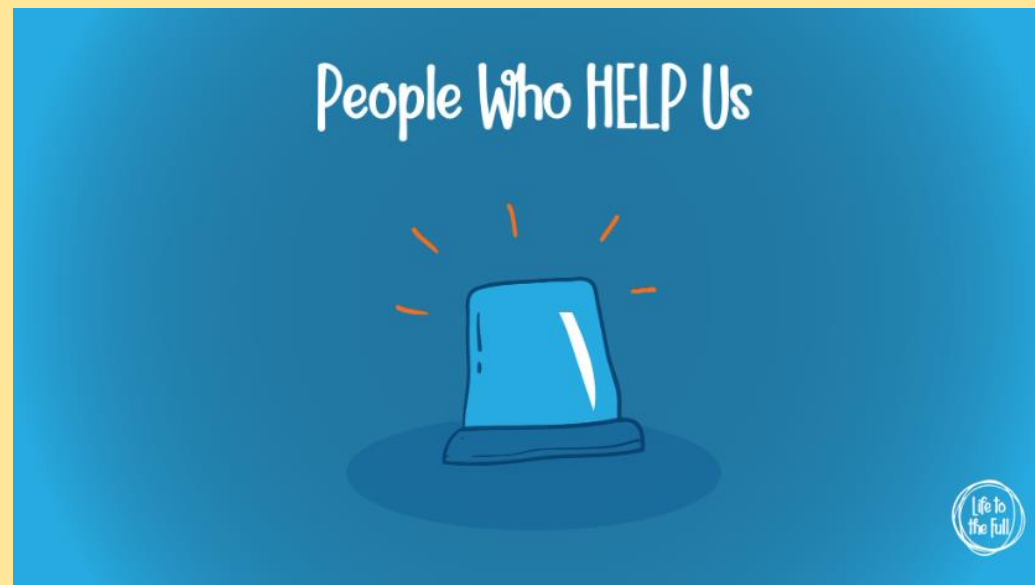
Suggested Home Activity

Show your child where the medicines are safely kept in your house and discuss why they are kept there.

Perhaps visit the chemist and talk to the pharmacist about medicines.

Summer 1 – Keeping Safe

Session 4 – People Who Help Us



What happens in the session?

This session ties in with the EYFS 'People Who Help Us' topic, enabling pupils to identify those who help us in an emergency, including police, firefighters and paramedics. Children will learn what an emergency is and discuss which emergency service they might need in specific scenarios. Children will also discuss the principle of emergency and non-emergency First Aid. This teaching is underpinned by the religious understanding that we are created to love God and love others, and we should therefore look out and care for one another and the bodies we have been given.

What do children learn?

- There are lots of jobs designed to help us
- Paramedics help us in a medical emergency
- First Aid can be used in non-emergency situations, as well as whilst waiting for an ambulance

Suggested Home Activity

Help your child to learn your address and practice what you would say if you were ever in an emergency and had to call 999.

Help your child to design their own emergency 'people who help us' uniform.

Have your child create a thank you card to send to someone who has helped them.

Unit 2 – Living in the Wider World helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.

Today, I pray for those in the world
who need taking care of.



Summer 2 – Living in the Wider
World
Session 1 – God is Love



What happens in the session?

This session introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another too.

What do children learn?

- That God is love: Father, Son and Holy Spirit
- That being made in His image means being called to be loved and to love others

Suggested Home Activity

In this session, children were challenged to fill a 'Caring Cross' with acts of love (colouring in squares when caring or loving actions were identified by an adult). You might like to make one of these at home for the whole family – not for use as a reward chart, but as a way to celebrate acts of love within your household.

Summer 2 – Living in the Wider World

Session 2 – Loving God, Loving Others



What happens in the session?

Building on the previous session, where children learned that we are made to love others just like God love us, this session helps children consider their wider communities. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things.

What do children learn?

- What a community is, and that God calls us to live in community with one another
- Some Scripture illustrating the importance of living in a community
- No matter how small our offerings, they are valuable to God and He can use them for His glory

Suggested Home Activity

To reinforce the learning of the session, that God uses small things to do big things, why not plant a seed with your child and watch it grow, e.g. cress or broad beans on a damp kitchen towel so they can see the roots grow.

Discuss with your child how small the seed was to start with and how big the plant could grow – our loving actions might feel small, but God can make them have a huge effect!

Summer 2 – Living in the Wider World

Session 3 – Me, You, Us



What happens in the session?

Extending their understanding of communities from Unit 1, this session helps children to understand the responsibilities they have to people, places and the planet now and increasingly as they get older.

What do children learn?

- That they belong to various communities such as home, school, parish, the wider local community, nation and global community
- That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc
- That we have a duty of care for others and for the world we live in (charity work, recycling etc.)
- About what harms and what improves the world in which we live