

EYFS

2024/2025 EYFS	Autumn 1 Being Me in my World	Autumn 2 Celebrating Difference	Spring 1 Relationships
Lead Enquiry Question (Composite Outcome)	How am I important?	What is difference?	What are healthy relationships?
Component Questions (components to be explored throughout the unit)	CQ1: Who am I? CQ2: What are the different types of feeling and how do they feel in my body? CQ3: What makes school a good place to be? CQ4: What is kind and gentle hands? CQ5: What are my rights? CQ6: What does responsible mean?	CQ1: What am I good at? CQ2: What makes me special? CQ3: What are the different family types? CQ4: What makes a house a home? CQ5: What makes a good friend? CQ6: What is a compliment?	CQ1: What is a family? CQ2: How can I make friends? CQ3: How can I solve problems with my friends? CQ4: How can unkind words hurt people's feelings? CQ5: How can I feel calm? CQ6: What makes a good friend?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can identify what makes me feel like I belong. I can explain how I am similar or different to my friends. ✓ I can name some emotions ✓ I can recognise my feelings and how to manage them. ✓ I can explain what kind and gentle hands are. ✓ I can explain my rights. ✓ I know that I have the right to learn and play safely. ✓ I know who keeps me safe in school. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can identify something I am good at and understand everyone is good at different things. ✓ I understand that being different makes us all special. ✓ I know we all have similarities and differences. ✓ I can tell you why I think my home is special to me. ✓ I can tell you how to be a kind friend. ✓ I know what a compliment is and how to give and receive them. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I know who is in my family. ✓ I can explain what makes a good friend. ✓ I can explain why we don't say unkind words

RSHE Enquiry Questions and Assessment Checkpoints

	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me
Lead Enquiry Question (Composite Outcome)	How can I stay healthy?	What are our goals?	How do we change as we grow?
Component Questions (components to be explored throughout the unit)	CQ1: How can exercise keep me healthy? CQ2: How can I keep my body healthy? CQ3: What is a healthy diet? CQ4: How can sleep help keep me healthy? CQ5: How can I keep myself clean? CQ6: What is 'Stranger Danger'?	CQ1: How can I tackle challenges? CQ2: When have I achieved a goal? CQ3: What is a goal? CQ4: How can I encourage others? CQ5: What Job do I want when I grow up? CQ6: How do I feel when I achieve a goal?	CQ1: What are the different parts of my body called? CQ2: How can I keep myself healthy? CQ3: What are the stages of growing up? CQ4: How can I express my feelings? CQ5: What are my worries moving to year 1? CQ6: What is a memory?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can tell you what exercise is. ✓ I can tell you how to stay healthy. ✓ I can tell you how to stay clean. ✓ I can explain stranger danger. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can tell you what a goal is. ✓ I can encourage my friends. ✓ I know what I want to be when I grow up. ✓ 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can recognise the different parts of my body. ✓ I can tell you how I will grow. I can explain how I feel.

Year One

2024/2025 Year 1	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Relationships
Lead Enquiry Question (Composite Outcome)	What impact can I have on my class?	How can we celebrate difference?	What makes a healthy relationship?
Component Questions (components to be explored throughout the unit)	CQ1: How can I make others feel welcome? CQ2: What are our class rules? CQ3: What are my rights and responsibilities in this classroom? CQ4: How can I feel valued? CQ5: What is a consequence and why do we have them? CQ6: How can the learning charter help me make the right choice?	CQ1: What similarities are there between people? CQ2: How can people be different and how can we celebrate those differences? CQ3: What is bullying? CQ4: Who can I talk to if I am feeling unhappy or being bullied? CQ5: How can I make friends? CQ6: How am I different from my friends?	CQ1: What are the different types of family? CQ2: What makes a good friend? CQ3: How do we greet people politely? CQ4: Who can help me in my school community and at home? CQ5: What qualities make me a good friend? CQ6: Who is special to me?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can explain why my class is a happy and safe place to learn. ✓ I can give different examples where I or others make my class happy and safe. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. ✓ I can explain what bullying is and how being bullied might make somebody feel. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. ✓ I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.

RSHE Enquiry Questions and Assessment Checkpoints

	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me
Lead Enquiry Question (Composite Outcome)	How can I be healthy?	What are my dreams and goals?	How do we change as we grow?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What is the difference between healthy and unhealthy?</p> <p>CQ2: How can I make healthy choices?</p> <p>CQ3: How can I keep myself clean and healthy?</p> <p>CQ4: How can we use medicines safely?</p> <p>CQ5: What is road safety?</p> <p>CQ6: How can being healthy make me feel?</p>	<p>CQ1: What are simple goals?</p> <p>CQ2: Can I set a simple goal and achieve it?</p> <p>CQ3: How can I work well with a partner?</p> <p>CQ4: What is a challenge?</p> <p>CQ5: How can I overcome a new challenge?</p> <p>CQ6: How have I felt when I have achieved a goal?</p>	<p>CQ1: What are life cycles?</p> <p>CQ2: What changes have I already seen in myself?</p> <p>CQ3: How does my body change as I grow?</p> <p>CQ4: How do boys bodies look different from girls?</p> <p>CQ5: What happens when I learn something new?</p> <p>CQ6: How can I cope with changes in my life?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. ✓ I can give examples of when being healthy can help me feel happy. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain how I feel when I am successful and how this can be celebrated positively. ✓ I can say why my internal treasure chest is an important place to store positive feelings. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. ✓ I can explain why some changes I might experience might feel better than others.

Year Two

2024/2025 Year 2	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Relationships
Lead Enquiry Question (Composite Outcome)	Who keeps me	What are stereotypes?	What creates a healthy relationship?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What can I do if I am feeling worried?</p> <p>CQ2: Who can I talk to if I am worried?</p> <p>CQ3: How can I make my class a safe and fair place?</p> <p>CQ4: What are my rights and responsibilities in this classroom?</p> <p>CQ5: How can the learning charter help me learn?</p> <p>CQ6: How can my choices impact my behaviour?</p>	<p>CQ1: What are stereotypes?</p> <p>CQ2: Why do people make assumptions about boys and girls?</p> <p>CQ3: What is bullying and what does this look like? What do you do if you are being bullied?</p> <p>CQ4: How can I recognise right from wrong?</p> <p>CQ5: How can difference impact our friendships?</p> <p>CQ6: How am I different from other people?</p>	<p>CQ1: What relationships do I have within my family?</p> <p>CQ2: What is acceptable physical contact?</p> <p>CQ3: What can cause conflict with friends?</p> <p>CQ4: When is it good to keep a secret?</p> <p>CQ5: Who do we appreciate close to us and how can we show our appreciation?</p> <p>CQ6: How do families function well and why is care, love, trust, respect and cooperation important?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain why my behaviour can impact on other people in my class. ✓ I can compare my own and my friends' choices and can express why some choices are better than others. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes. ✓ I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. ✓ I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices

RSHE Enquiry Questions and Assessment Checkpoints

	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me
Lead Enquiry Question (Composite Outcome)	How can I keep my body healthy?	How can others help me achieve my goal?	How do our bodies change?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How can I keep my body healthy?</p> <p>CQ2: What does relaxed mean?</p> <p>CQ3: How do medicines work and how can we use them safely?</p> <p>CQ4: What are the different food groups?</p> <p>CQ5: What is a healthy diet?</p> <p>CQ6: What food gives me energy?</p>	<p>CQ1: What is a realistic goal?</p> <p>CQ2: What can I do if I find things difficult and how can I show resilience?</p> <p>CQ3: Who is a good partner to work with?</p> <p>CQ4: How can I work well within a group?</p> <p>CQ5: How have I worked well within a group?</p> <p>CQ6: How can I share my successes?</p>	<p>CQ1: How do cycles of life in nature differ?</p> <p>CQ2: How do we grow from young to old?</p> <p>CQ3: How has my body changed since I was a baby?</p> <p>CQ4: What are the physical differences between boys and girls?</p> <p>CQ5: What are the different types of touch? How do I keep myself safe?</p> <p>CQ6: What am I looking forward to in the next year?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices. ✓ I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain how I played my part in a group and the parts other people played to create an end product. ✓ I can explain how our skills complemented each other. ✓ I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. ✓ I can explain why some types of touches feel OK and others don't. ✓ I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.

Year Three

2024/2025 Year 3	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Relationships
Lead Enquiry Question (Composite Outcome)	What impact can I have in this world?	How can we celebrate difference?	What are the qualities of a good relationship?
Component Questions (components to be explored throughout the unit)	CQ1: What am I most proud of? CQ2: What makes my school community strong? CQ3: Can I explain why choices and consequences are important, along with a shared set of values? CQ4: How can my actions affect others? CQ5: How can I make responsible choices? CQ6: Why should I think and see things from other people's points of view?	CQ1: How are families different? CQ2: What differences or conflicts can impact families? CQ3: What are the signs of bullying and how can I support another member of our school community? CQ4: What can I do to if I witness a bad situation? CQ5: How can words be used in a negative way? CQ6: How have my words affected others and what were the consequences?	CQ1: What are the different roles and responsibilities within my family? CQ2: What makes a good friendship? CQ3: How can I stay safe online? CQ4: How do people around the world influence our lives? CQ5: What are the rights of children and are these the same worldwide? CQ6: How can I show appreciation for others?
Assessment Checkpoint	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can explain how my behaviour can affect how others feel and behave. ✓ I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. ✓ I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help. 	Children who are secure will be able to: <ul style="list-style-type: none"> ✓ I can explain how my life is influenced positively by people I know and also by people from other countries. ✓ I can explain why my choices might affect my family, friendships and people around the world who I don't know.
	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me

RSHE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	Why and how should I look after my body?	What contributes to my dreams and goals?	How will my body change as I grow?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How does exercise affect my body?</p> <p>CQ2: How can calories, fat and sugar affect my body?</p> <p>CQ3: What are drugs?</p> <p>CQ4: How can I keep myself and others safe?</p> <p>CQ5: How do I know if something or someone is safe or unsafe? What should I do if I don't feel safe?</p> <p>CQ6: Why do I need to take care of my body?</p>	<p>CQ1: Who inspires us?</p> <p>CQ2: What is ambition?</p> <p>CQ3: How can I achieve my goals?</p> <p>CQ4: How can I take responsibility for my own achievements?</p> <p>CQ5: How can I overcome obstacles?</p> <p>CQ6: How can I evaluate my learning?</p>	<p>CQ1: What changes happen in humans and animals?</p> <p>CQ2: How do babies grow and develop in the mother's tummy?</p> <p>CQ3: How do boys' and girls' bodies change on the outside?</p> <p>CQ4: How do boys' and girls' bodies change on the inside?</p> <p>CQ5: What does stereotypical mean?</p> <p>CQ6: What am I looking forward to this year?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. ✓ I can express how being anxious/ scared and unwell feels. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain the different ways that help me learn and what I need to do to improve. ✓ I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. ✓ I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Year Four

2024/2025 Year 4	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Relationships
Lead Enquiry Question (Composite Outcome)	What impact can I have on my local and school community?	Why should we accept everyone?	How do we show people we care?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How can my actions and attitudes affect the class?</p> <p>CQ2: What role do I have within my school community?</p> <p>CQ3: How does democracy work in school?</p> <p>CQ4: How can my actions affect myself and others?</p> <p>CQ5: How can I work effectively within a team?</p> <p>CQ6: How can the voice of children benefit the school community?</p>	<p>CQ1: Should we judge people on their looks?</p> <p>CQ2: What can influence me on how people should look?</p> <p>CQ3: What are different forms of bullying?</p> <p>CQ4: Who is a bystander in bullying?</p> <p>CQ5: How am I unique?</p> <p>CQ6: When has my impression of someone changed as I got to know them?</p>	<p>CQ1: What is jealousy?</p> <p>CQ2: How do I express my feeling around loss?</p> <p>CQ3: What are memories?</p> <p>CQ4: How do I mend friendships?</p> <p>CQ5: What do we mean by boyfriend and girlfriend?</p> <p>CQ6: How do we show appreciation?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain why being listened to and listening to others is important in my school community. ✓ I can explain why being democratic is important and can help me and others feel valued. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can tell you a time when my first impression of someone changed as I got to know them. ✓ I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. ✓ I can explain why it is good to accept myself and others for who we are. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can recognise how people are feeling when they miss a special person or animal. ✓ I can give ways that might help me manage my feelings when missing a special person or animal. ✓
	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me

RSHE Enquiry Questions and Assessment Checkpoints

Lead Enquiry Question (Composite Outcome)	How can my choices impact my life?	How can we achieve our hopes and dreams successfully?	What changes do we go through in life?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How are friendship groups formed?</p> <p>CQ2: What are the different roles within a group?</p> <p>CQ3: What effect can smoking have on our health?</p> <p>CQ4: What effects can alcohol have on our bodies?</p> <p>CQ5: What is pressure?</p> <p>CQ6: What is meant by right and wrong?</p>	<p>CQ1: What are my hopes and dreams?</p> <p>CQ2: How does it feel if I don't reach my dreams?</p> <p>CQ3: How can I overcome disappointment?</p> <p>CQ4: What is resilience?</p> <p>CQ5: What steps do I set to achieve my goals?</p> <p>CQ6: How do we use our resilience within a team?</p>	<p>CQ1: Where do my personal characteristics come from?</p> <p>CQ2: What are the internal and external parts of male and female called?</p> <p>CQ3: How does a girls' body change through to adulthood?</p> <p>CQ4: What changes can I control in my life?</p> <p>CQ5: How can I express my feelings and concerns about changes that are out of my control?</p> <p>CQ6: What am I looking forward to this year?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. ✓ I can identify feelings of anxiety and fear associated with peer pressure. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can plan and set new goals even after a disappointment. ✓ I can explain what it means to be resilient and to have a positive attitude. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. ✓ I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Year Five

2024/2025 Year 5	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Summer 1 Relationships
Lead Enquiry Question (Composite Outcome)	How can children make an impact on the world?	How can difference affect everyone?	How do I keep myself safe online?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How can I deal with challenges that I face?</p> <p>CQ2: What are my rights as a child?</p> <p>CQ3: What are my rights and responsibilities as a citizen of my country?</p> <p>CQ4: How can rewards and consequences affect my feelings?</p> <p>C5: How can my behaviour impact others?</p> <p>CQ6: How can the voice of children and democracy benefit the school?</p>	<p>CQ1: How can cultural difference cause conflict?</p> <p>CQ2: What is racism?</p> <p>CQ3: How is rumour-spreading and name calling linked to bullying?</p> <p>CQ4: What is the difference between direct and indirect bullying? Who can help me outside of school (support networks, NSPCC etc) ?</p> <p>CQ5: How is my life different to other people in the developing world and what other cultures are there?</p>	<p>CQ1: What are my personal qualities and characteristics?</p> <p>CQ2: What impact can online communities have on me?</p> <p>CQ3: What are my rights and responsibilities online?</p> <p>CQ4: What are my rights and responsibilities when gaming online?</p> <p>CQ5: How can screen time affect my health?</p> <p>CQ6: How do I stay safe when using technology?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. ✓ I can summarise different ways that I respect and value my body. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. ✓ I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. ✓ I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.

RSHE Enquiry Questions and Assessment Checkpoints

	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me
Lead Enquiry Question (Composite Outcome)	What can impact people's health?	What do I aspire to become?	How do our bodies change over time?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What are the effects of smoking on our health?</p> <p>CQ2: What are the risks of misusing alcohol?</p> <p>CQ3: What is basic first aid and how can I get help in emergency situations?</p> <p>CQ4: How does media, social media and celebrity culture impact our body image?</p> <p>CQ5: What are the different roles food can play in people's lives?</p> <p>CQ6: How can my choices impact my life?</p>	<p>CQ1: What do I need to achieve my dreams?</p> <p>CQ2: What are the average wages for jobs?</p> <p>CQ3: What profession do I want to do when I am older?</p> <p>CQ4: How do our own dreams compare to other cultures different to me?</p> <p>CQ5: How can we help other less fortunate than ourselves?</p> <p>CQ6: How can we inspire others?</p>	<p>CQ1: How does my self-image impact my body image?</p> <p>CQ2: What are the changes girls' go through during puberty?</p> <p>CQ3: How do our bodies change during puberty?</p> <p>CQ4: How do humans reproduce?</p> <p>CQ5: What am I looking forward to?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can compare my hopes and dreams with those of young people from different cultures. ✓ I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. ✓ I can also summarise the process of conception. ✓ I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen



RSHE Enquiry Questions and Assessment Checkpoints

	✓ I can summarise different ways that I respect and value my body.		at different times to my friends.
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Year Six

2024/2025 Year 6	Autumn 1 Being Me in My World	Autumn 2 Celebrating Difference	Summer 1 Relationships
Lead Enquiry Question (Composite Outcome)	How can one person impact the world?	How can difference impact our lives?	How can people impact my life?
Component Questions (components to be explored throughout the unit)	<p>CQ1: What are my worries or concerns for the year ahead?</p> <p>CQ2: Are universal rights for all children met?</p> <p>CQ3: How can my actions affect other people locally and globally?</p> <p>CQ4: What is consequence and how can it impact personally and globally?</p> <p>CQ5: How can our actions affect us and others?</p> <p>CQ6: What is democracy and how is it relevant in school?</p>	<p>CQ1: Does normal exist? How is it defined?</p> <p>CQ2: How does difference affect people's lives?</p> <p>CQ3: How can one person or group have power over another?</p> <p>CQ4: Why do people use bullying behaviour?</p> <p>CQ5: Does everyone have the same opportunity to achieve their dreams?</p> <p>CQ6: How can difference be a source of conflict and celebration?</p>	<p>CQ1: What is mental health?</p> <p>CQ2: How can I take care of my mental health?</p> <p>CQ3: What are the different stages of grief?</p> <p>CQ4: When and how do people gain control over others?</p> <p>CQ5: How do I stay safe online?</p> <p>CQ6: How do I use technology safely and positively?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain how my choices can have an impact on people in my immediate community and globally. ✓ I can empathise with others in my community and globally and explain how this can influence the choices I make. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain ways in which difference can be a source of conflict or a cause for celebration. ✓ I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. ✓ I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.

RSHE Enquiry Questions and Assessment Checkpoints

	Spring 2 Healthy Me	Summer 1 Dreams and Goals	Summer 2 Changing Me
Lead Enquiry Question (Composite Outcome)	How can I stay healthy both mentally and physically?	How do I set realistic goals?	What changes will I encounter as I get older?
Component Questions (components to be explored throughout the unit)	<p>CQ1: How can my choices affect my health?</p> <p>CQ2: What effect can drugs have on my body?</p> <p>CQ3: What is exploitation?</p> <p>CQ4: What are the risks of gangs?</p> <p>CQ5: How can mental health impact our well-being?</p> <p>CQ6: What is stress and how can it be triggered?</p>	<p>CQ1: What is a realistic goal?</p> <p>CQ2: What learning steps can I take to reach my goal?</p> <p>CQ3: Who can I speak to about concerns I might have?</p> <p>CQ4: How can we help make the world a better place?</p> <p>CQ5: How can we help make the world a better place?</p> <p>CQ6: What do my friends admire about me?</p>	<p>CQ1: What is self-image and how can I develop my self-esteem?</p> <p>CQ2: How will my body change physical during puberty?</p> <p>CQ3: How do babies develop?</p> <p>CQ4: Why is positive self-esteem important?</p> <p>CQ5: What am I looking forward to this year?</p>
Assessment Checkpoint	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. ✓ I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can explain different ways to work with others to help make the world a better place. ✓ I can explain what motivates me to make the world a better place. 	<p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. ✓ I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.