

**St. Benedict's Primary School**  
**RHSE**  
**KNOWLEDGE AND SKILLS BUILDER**

RHSE element from the National Curriculum – **Relationships Education**

Phase	Context for learning	Skills
KEY STAGE 1	Year 1 Autumn 1 Enchanted Woodlands Context- Healthy diet	<p><b>Skill</b> Understand that there are online tools that can help people to create content and communicate.</p> <p><b>Knowledge</b> Software available online, such as email, social media platforms or blogs, can be made by individuals to communicate their ideas.</p>
	Year 1 Autumn 2 Bright Lights and Big City Context – Keeping safe online	<p><b>Skill</b> Understand that there are online tools that can help people to create content and communicate.</p> <p><b>Knowledge</b> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p>
	Year 1 Spring 1 Superheroes Context- Consider the effects of online actions	<p><b>Skill</b> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support.</p> <p><b>Knowledge</b> Private information includes names, addresses, dates of birth or schools and this information should not be shared online. Any concerns or worries should be reported to a trusted adult.</p>

		<p><b>Skill</b> Identify special people, what makes them special and how they should be treated</p> <p><b>Knowledge</b> Special people include anyone important in a person's life. It could be parents, grandparents, brothers, sisters, friends or teachers. People can be special for providing love, security and stability and have a special place in someone's life for many different reasons. All people should be treated with love and respect, including love and respect for themselves.</p>
	<p>Year 2 Autumn 1 Street Detectives Context: Working in the community</p>	<p><b>Skill</b> Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.</p> <p><b>Knowledge</b> Special people who work in the community to help and protect people include police officers, firefighters and healthcare workers. They can be contacted in an emergency by dialling 999 or 112.</p>
	<p>Year 2 Spring 1 Muck, Mess and Mixture Context: Dangerous liquids, personal hygiene and healthy diet. Health and wellbeing.</p>	<p><b>Skill</b> Recall rules for keeping physically and emotionally safe.</p> <p><b>Knowledge</b> There are rules for keeping physically and emotionally safe, including safety online, responsible use of ICT, differences between secrets and surprises, understanding not to keep adults' secrets, safety in the sun, road safety, cycle safety and safety in the environment (including rail, water and fire safety)</p>
<p>LOWER KEY STAGE 2</p>	<p>Year 3 Autumn 1 Heroes and Villains Context: Positive and negative feelings</p>	<p><b>Skill</b> Demonstrate ways to resolve differences.</p> <p><b>Knowledge</b></p>

		There are many ways to resolve differences with others. These include looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.
	Year 3 Spring 1 Tremors Context: Family relationships	<p><b>Skill</b> Demonstrate how they can help the people who are responsible for them to keep them healthy and safe.</p> <p><b>Knowledge</b> Children can help trusted people (family members, teachers and others in a caring role) to keep them healthy and safe by asking for help, sharing worries, resisting pressure, avoiding unnecessary risks and taking responsibility for their behaviour.</p>
	Year 4 Spring 2 Burps, Bottoms and Bile Context: Effective teeth/healthy bodies	<p><b>Skill</b> Use digital technology in different ways in the classroom, home and community to achieve a set goal.</p> <p><b>Knowledge</b> Digital technology can be used in different ways and settings to achieve a specific goal, such as using data collection in the community and home to answer a classroom based question.</p>
UPPER KEY STAGE 2	Year 5 Summer 1 Pharaohs Context: Beliefs and lifestyles	<p><b>Skill</b> Debate topical issues, problems and events that are of concern to them as individuals and to society.</p> <p><b>Knowledge</b> A debate is a serious discussion of a subject in which many people take part. In a debate, facts and opinions are used to support a viewpoint. Topical issues might include global warming or whether a school uniform should be worn.</p>
	Year 6 Summer 2 Gallery Rebels Context: Discerning consumer information	<p><b>Skill</b></p> <p><b>Knowledge</b></p>