



*'Roots to Grow and Wings to Fly'*

Curriculum Progression Document

**RSHE**

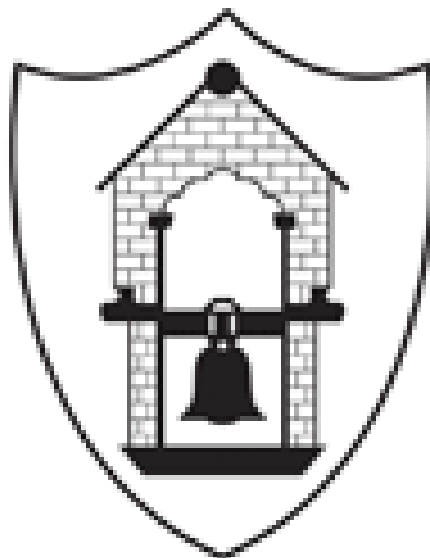
## **St Bartholomew's RSHE Curriculum**

### **Intent -**

To provide a high quality, inclusive education by giving our children the skills to flourish in our diverse society as confident, happy, self-motivated citizens.

### **This vision is achieved by:**

- Parents - Parents are valued members of the school community; together we invest in our children's future.
- Staff - A happy atmosphere and positive relationships promote an effective team where every member is respected, valued and professional development is encouraged.
- Wider Community - A close working relationship that encourages mutual respect and positive social impact.
- Church - We are part of a church family and share in its spiritual and pastoral development.
- Governors - A respectful partnership that empowers the school to grow and develop by providing both support and challenge that will carry the school forward.



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## EYFS Curriculum Progression

EYFS has a holistic approach to teaching PSHE; it is not taught discretely, it is embedded throughout the entire EYFS curriculum. Themes will be discussed as part of story time threaded through environmental and social themes as and when appropriate.

Reception	Communication and Language	<ul style="list-style-type: none"><li>• Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</li><li>• Develop social phrases.</li></ul>
	Personal, Social and Emotional Development	<ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul>
	Physical Development	<ul style="list-style-type: none"><li>• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none"><li>- regular physical activity</li><li>- healthy eating</li><li>- toothbrushing</li><li>- sensible amounts of 'screen time'</li><li>- having a good sleep routine</li><li>- being a safe pedestrian</li></ul></li><li>• Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none"><li>- lining up and queuing</li><li>- mealtimes</li><li>- personal hygiene</li></ul></li></ul>
	Understanding the World	<ul style="list-style-type: none"><li>• Talk about members of their immediate family and community.</li><li>• Name and describe people who are familiar to them.</li><li>• Recognise that people have different beliefs and celebrate special times in different ways.</li></ul>

ELG	Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>• Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>
		Speaking	<ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>
		Managing Self	<ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
		Building Relationships	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and others' needs.</li> </ul>
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> </ul>
	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>

## **KS1 RSHE Curriculum Overview**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Autumn Core Theme: Health and Wellbeing Topics covered: <ul style="list-style-type: none"><li>· Healthy lifestyles</li><li>· Growing and Changing</li><li>· Keeping Safe</li></ul>	Spring Core Theme: Relationships Topics covered: <ul style="list-style-type: none"><li>· Feelings and Emotions</li><li>· Healthy Relationships</li><li>· Valuing Difference</li></ul>	Summer Core Theme: Living in the wider world Topics covered: <ul style="list-style-type: none"><li>· Rights and Responsibilities</li><li>· Taking Care of the Environment</li><li>· Money</li></ul>

**Implementation – Reasoning Behind our KS1 RSHE Curriculum**

STAGE	THEME	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
	Health and Wellbeing	<p>Growing and changing – children will develop an understanding of how their bodies change as they grow, how bodies are different or the same for boys and girls. This will prepare them for changes they will experience as they get older. This topic encourages children to celebrate their strengths as well as improve and develop their areas of challenge, developing achievable targets for self-improvement.</p> <p>Healthy lifestyles – encourages children to explore to explore healthy living. Focusing on personal hygiene, balanced diets and physical exercise to promote strength, health and mental wellbeing. Children will explore various emotions to encourage understanding and moderation of their feelings.</p> <p>Keeping safe – Children will explore medicines and household products they may come into contact with. Looking at how to keep them-selves safe around these products. Children will be encouraged to explore risks and safety and when to know a ‘safe’ risk can take place. Safety around roads, water, railways, fire and online to encourage children to take responsibility for their own safety.</p>	<p><i>Christian Values:</i> <i>Respect/Trust/Aspiration/ Courage/Forgiveness/ Compassion</i></p>
	Relationships	<p>Feelings and emotions – Children will be taught to communicate effectively, understand feelings in themselves and others and begin to explore empathy. Children will begin to develop a clearer understanding of the differences</p>	

	<b>Living in the wider world</b>	<p><b>between right and wrong, fair and unfair as well as discuss appropriate and inappropriate behaviours.</b></p> <p><b>Healthy relationships – Children will explore the difference between a healthy and unhealthy relationships, understanding the difference between a safe and unsafe secret. Acceptable and unacceptable touch and contact will be discussed to prevent children from becoming vulnerable. Children will explore who is special to them and who can be trusted in their lives. Children will be taught about confrontation and how to resolve issues and arguments.</b></p> <p><b>Money – understanding why and how money is used.</b></p> <p><b>Environment – understanding that everyone is responsible for looking after our world and begin to understand ways they can do this.</b></p> <p><b>Rights and responsibilities – Understand we have rules at school and how they keep everyone safe. Introduce that people have rights and responsibilities and begin to look at why they exist. Explore the diversity within our school, town, country, world and encourage children to celebrate our similarities and differences.</b></p>	
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**KS1 RSHE Vocabulary**

<u>Core Theme</u>	<u>Topic</u>	<u>Key words</u>
<b>Health and Wellbeing</b>	Healthy Lifestyles	health, wellbeing, healthy eating, physical activity, sleep, dental health, likes, dislikes, choices, feelings, managing feelings, hygiene, cleanliness, germs
	Growing and Changing	achievements, strengths goals, target-setting, change, loss, growing, changing, young to old, independence, correct terminology, body parts, external genitali
	Keeping Safe	Medicines, household products, safety, risk, road, water, rail, fire, online, rules, asking for help privacy, respecting privacy
<b>Relationships</b>	Feelings and Emotions	Communication, feelings, empathy, behaviour, fair/unfair, right/wrong, bodies, hurt, comfortable, teasing, bullying
	Healthy Relationships	Secrets, surprises, safety, cooperating resolving arguments, special people caring, physical contact, touch, acceptable, unacceptable
	Valuing Difference	Sharing, discussion, views, opinions, people, similarities, differences
<b>Living in the Wider World</b>	Rights and Responsibilities	Classroom rules, rights, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special people, similarities, commonalities, community, special people help emergencies
	Taking Care of the Environment	Environment
	Money	Money, spending, saving, safety

## **KS2 RSHE Curriculum Overview**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Autumn Core Theme: Health and Wellbeing Topics covered: · Healthy lifestyles · Growing and Changing · Keeping Safe	Spring Core Theme: Relationships Topics covered: · Feelings and Emotions · Healthy Relationships · Valuing Difference	Core Theme: Living in the wider world Topics covered: · Rights and Responsibilities · Taking Care of the Environment · Money

**Implementation – Reasoning Behind our LKS2 RSHE Curriculum**

STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
LKS2	<b><i>Health and Wellbeing</i></b>	<p>Healthy lifestyles – Children will explore balanced lifestyles, balanced diets, good/bad choices, fitness and positive mental wellbeing. Children will discuss how we are influenced by peers, adults and media and will begin to develop a deeper understanding of the differences between the real and the virtual world. Children will look at how personal hygiene can help to prevent illness through the use of a strong personal hygiene routine. Children will look at good and bad habits and begin to explore the impact of negative drugs such as smoking and alcohol.</p> <p>Growing and Changing – Children will be taught to celebrate achievements, aspirations, goals and strengths and use this knowledge to develop target-setting. Children will further develop their understanding of conflicting emotions, feelings, managing feelings</p> <p>Keeping safe – Children will be encouraged to further develop their knowledge of risks and safety to allow them to become more responsible for their actions, choices and own safety.</p> <p>These themes will assist children to develop into a strong, resilient and become a useful member of society.</p>	<p><b><i>Christian Values:</i></b> Respect/Compassion/ Aspiration/Forgiveness/ Courage/Trust</p>
	<b><i>Relationships</i></b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"><li>• describe a wide range of different feelings</li><li>• give examples of how to recognise feelings in others</li><li>• describe how feelings can affect thoughts and behaviour</li><li>• explain what makes feelings better or worse/what helps/doesn't help</li><li>• discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)</li><li>• identify different types of relationships they have and know about</li></ul>	

		<ul style="list-style-type: none"><li>• explain what makes friends and other people they care about (family or ‘special people’) important to them</li><li>• describe the qualities of a good friendship</li><li>• describe how problems that might arise in friendships can be approached in a positive way</li><li>• identify the responsibilities we share in maintaining positive friendships</li><li>• identify some ways in which relationships can be recognised, celebrated or ‘marked’ by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers’ Day)</li><li>• explain how their actions or choices can hurt others on the outside and on the inside</li><li>• explain steps that can be taken to solve problems where actions have impacted on others</li><li>• identify and demonstrate behaviours and actions that show respect for self and others</li><li>• explain why it is important to ‘think before we act’</li><li>• recognise that physical contact that is aggressive or hurtful is not acceptable • explain that everyone has a right to have their ‘body space’ respected and that they should respect others body space</li><li>• explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don’t like</li><li>• explain why it is ok and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</li><li>• explain what it means to keep something confidential or secret</li><li>• give reasons for when we should/should not agree to keeping something confidential/secret</li><li>• describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about</li><li>• explain why no one should ask us to keep a secret we feel uncomfortable about keeping</li><li>• identify strategies for speaking up if a secret should not be kept</li><li>• give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence</li><li>• explain what a ‘goal’ is and why having a clear goal can be helpful</li><li>• demonstrate negotiating a shared goal or working collaboratively</li><li>• explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading)</li><li>• explain practical steps that can be taken to include others in our groups/work co-operatively</li></ul>	
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		<ul style="list-style-type: none"> <li>• identify ways of managing conflict or disagreements that might arise</li> </ul>	
	<b><i>Living in the wider world</i></b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify issues for others (including people their age) concerning health and wellbeing (e.g. healthy eating, sleep, being active, etc.)</li> <li>• share their views and opinions on issues concerning health and wellbeing</li> <li>• suggest what would help the issues discussed</li> <li>• give advice to others on taking care of health and wellbeing • give reasons why there are rules and laws</li> <li>• identify some consequences of these being broken</li> <li>• identify issues that concern them in school and what they can do about them, including making or changing rules</li> <li>• identify the steps they can take to help to change rules • liaise with others to amend or develop a set of rules</li> <li>• give examples of ways in which everyone has a say in making rules / laws</li> <li>• identify what is meant by anti-social behaviour (see Additional Guidance1 )</li> <li>• identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people)</li> <li>• identify the potential consequences of anti-social and aggressive behaviour for the people involved</li> <li>• give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour</li> <li>• explain what is meant by ‘community’</li> <li>• recognise that we all belong to different communities as well as our school community</li> <li>• describe the skills and attributes that help to support communities and where they see these in action (school/local community)</li> <li>• identify individuals and groups that have helped their local community</li> <li>• explain why people may ‘volunteer’ or choose to work for / with the community</li> <li>• describe what difference this makes to others</li> </ul>	

**LKS2 RSHE Vocabulary**

<b><u>Core Theme</u></b>	<b><u>Topic</u></b>	<b><u>Key Words</u></b>
<b>Health and Wellbeing</b>	Healthy Lifestyles	Balanced lifestyles, choices, health, wellbeing, balanced diet, food, influences, media, images, reality/fantasy, true/false, bacteria, viruses, hygiene routines, habits, drugs, alcohol tobacco, medicines, caffeine.
	Growing and Changing	achievements, aspirations, goals, strengths, target-setting, conflicting emotions, feelings, managing feelings, change, transitions, loss, separation, divorce, bereavement, puberty, physical and emotional changes
	Keeping Safe	Risk, danger, hazards, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety rules roads, cycle rail water, fire, online, personal information, passwords, images, advice, support, asking for help.
<b>Relationships</b>	Feelings and Emotions	Feelings, empathy, recognising others’ feelings, confidentiality, secrets, surprises, personal safety, dare, challenges
	Healthy Relationships	Friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries
	Keeping Safe	People, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes

<b>Living in the Wider World</b>	Rights and Responsibilities	Discussion, debate, topical issues, problems, events, rules laws, making and changing rules, human rights, children’s rights, anti-social behaviour, aggression bullying, discrimination, rights, duties, home, school, environment, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing, people, difference, diversity, identity, UK, place, values, customs, media, social media, information, forwarding.
	Taking Care of the Environment	Rights, duties, home, school, environment, resources, sustainability, economics, choices.
	Money	Money, spending, saving, budgeting, interest, loan, tax, debt, resources, sustainability, economic, choices, environment, enterprise, enterprise skills, entrepreneurs.

## **UKS2 Overview**

<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
Autumn Core Theme: Health and Wellbeing Topics covered: · Healthy lifestyles · Growing and Changing · Keeping Safe	Spring Core Theme: Relationships Topics covered: · Feelings and Emotions · Healthy Relationships · Valuing Difference	Core Theme: Living in the wider world Topics covered: · Rights and Responsibilities · Taking Care of the Environment · Money

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
9. Career (including enterprise, employability and economic understanding)



STAGE	TOPIC	WE TEACH THIS BECAUSE ...	LINKS TO ST BARTS SCHOOL LIFE ...
UKS2	<b><i>Health and Wellbeing</i></b>	<p><b>Healthy lifestyles</b></p> <p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• identify what is meant by health: physical, mental and emotional health</li> <li>• explain what can affect health and wellbeing</li> <li>• identify choices that can have positive, neutral and negative consequences on a person’s health and wellbeing</li> <li>• identify the everyday choices people can make to help take care of their body and mind</li> <li>• identify the benefits of a balanced lifestyle</li> <li>• recognise that images in the media can be digitally enhanced or manipulated</li> <li>• identify how images can be altered in different ways</li> <li>• identify why individuals, reporters and manufacturers might choose to alter images before presenting e.g. to put across a particular view point or to sell something, including an idea to others</li> <li>• identify how this can influence someone’s view about a place, a person, a group of people or themselves</li> </ul>	<p><b><i>Christian Values:</i></b></p> <p>Respect/Compassion/ Aspiration/Forgiveness/ Courage/Trust</p>

		<ul style="list-style-type: none"> <li>• recognise how this might make someone feel about themselves or their own life</li> </ul> <p>identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</p> <ul style="list-style-type: none"> <li>• describe what they admire in others and their achievements</li> <li>• give an example of when having high aspirations helped someone to achieve</li> <li>• describe their aspirations for end of term / end of year / later in life</li> <li>• explain positive steps they can take to help achieve their goals</li> <li>• demonstrate a rich vocabulary for expressing a range and the intensity of feelings</li> <li>• recognise that feelings change over time</li> <li>• recognise when conflicting thoughts and emotions often occur (such as at times of change or if we feel ‘torn’ about what to do about something)</li> <li>• identify when listening to our feelings can help make decisions or to manage a challenge</li> <li>• identify a range of appropriate ways that people can express conflicting feelings and why this is important</li> <li>• identify where they and others can ask for help and support with their feelings</li> <li>• about different influences on behaviour, including peer pressure and media influence</li> <li>• how to resist unhelpful pressure and ask for help</li> </ul>	
	<b>Relationships</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>• explain how to recognise a wide range of feelings in others</li> <li>• explain how it feels when others respond appropriately / not appropriately to our feelings</li> <li>• demonstrate language and strategies to use if not sure how others may be feeling</li> <li>• give examples of ways we can respond positively to others’ feelings</li> </ul>	<p><b>Christian Values:</b>  Respect/Compassion/  Aspiration/Forgiveness/  Courage/Trust</p>

		<ul style="list-style-type: none"><li>• about different types of relationships (friends, families, couples, marriage, civil partnership)</li><li>• about what constitutes a positive, healthy relationship</li><li>• about the skills to maintain positive relationships</li><li>• recognise that two individual adults may choose to be part of a committed relationship together - become a ‘couple’</li><li>• identify ways a couple show their love and commitment to each other</li><li>• recognise what marriage / civil partnership means (i.e. a legally binding commitment freely entered into by two adults, of the legal age to marry, who love one another and want to spend their lives together)</li><li>• identify why a couple might choose to marry or have a civil partnership and that this decision might be based on the couple’s personal beliefs or values, (including cultural, religious, financial values)</li><li>• recognise that two people who love each other can also be in a committed relationship, and not be married</li><li>• recognise that marriage as a legally binding commitment freely entered into by two adults who love one another and want to spend their lives together</li><li>• recognise that no one has the right to tell people who they must marry or force them to marry someone they do not want to (this includes people’s parents and their family)</li><li>• recognise that no one should feel ‘forced’ to marry and that this / forced marriage is illegal</li><li>• identify the difference between arranged marriage and forced marriage</li><li>• explain the importance of people reporting forced marriage, including if someone feels threatened or worried, and even if it might upset other people in the family or community</li><li>• identify how to ask for help if they are worried and what is likely to happen next if they do so</li></ul>	
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	<b><i>Living in the wider world</i></b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"><li>• identify, write about and discuss issues currently in the media concerning health and wellbeing</li><li>• explain their views and listen to the views of others on issues concerning health and wellbeing</li><li>• explain steps they can take on their own to look after their own health and wellbeing</li><li>• explain steps they can take with help from others to look after their own health and wellbeing</li><li>• recognise that health and wellbeing includes mental and emotional health</li><li>• explain that rules and laws exist to keep us safe and healthy</li><li>• explain why different rules are needed in different situations</li><li>• give example of how rules and laws are made and enforced</li><li>• explain what is meant by a democracy</li><li>• describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)</li><li>• describe the importance of human rights for everybody, and especially for children</li><li>• explain what is meant by the UN Conventions on the Rights of the Child and that virtually the whole world (except Somalia and the USA) has agreed to this convention</li><li>• identify that human rights laws take precedence over any other laws or behaviours (including cultural, family, community or religious practices)</li><li>• describe the responsibility people have to protect human rights – especially if rights are being ignored</li><li>• recognise that there are organisations and charities who work towards ensuring the Rights of the Child are upheld all around the world</li></ul>	<b><i>Christian Values:</i></b> Respect/Compassion/ Aspiration/Forgiveness/ Courage/Trust
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**UKS2 Vocabulary**

<b><u>Core Theme</u></b>	<b><u>Topic</u></b>	<b><u>Key Words</u></b>
<b>Health and Wellbeing</b>	Healthy Lifestyles	Balanced lifestyles, choices, health, wellbeing, balanced diet, food, choice, influences, media, images, reality/fantasy, true/false, bacteria, viruses, hygiene routines, habits, drugs, alcohol tobacco, medicines, caffeine.
	Growing and Changing	achievements, aspirations, goals, strengths, target-setting, conflicting emotions, feelings, managing feelings, change, transitions, loss, separation, divorce, bereavement, puberty, physical and emotional changes
	Keeping Safe	Risk, danger, hazards, responsibility, safety, pressure, managing pressure, influences, media, peer, emergency aid, help, safety rules roads, cycle rail water, fire, online, personal information, passwords, images, advice, support, asking for help.
<b>Relationships</b>	Feelings and Emotions	Feelings, empathy, recognising others’ feelings, confidentiality, secrets, surprises, personal safety, dare, challenges
	Healthy Relationships	Friendships, families, couples, positive relationships, actions, behaviour, consequences, physical contact, touch, acceptable, unacceptable, collaborative working, shared goals, disputes, conflict, feedback, support, negotiation, compromise, privacy, sharing, personal boundaries
	Keeping Safe	People, identity, similarities, differences, equality, bullying, discrimination, aggressive behaviour, stereotypes

<b>Living in the Wider World</b>	Rights and Responsibilities	Discussion, debate, topical issues, problems, events, rules laws, making and changing rules, human rights, children’s rights, anti-social behaviour, aggression bullying, discrimination, rights, duties, home, school, environment, resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing, people, difference, diversity, identity, UK, place, values, customs, media, social media, information, forwarding.
	Taking Care of the Environment	Rights, duties, home, school, environment, resources, sustainability, economics, choices.
	Money	Money, spending, saving, budgeting, interest, loan, tax, debt, resources, sustainability, economic, choices, environment, enterprise, enterprise skills, entrepreneurs.

## Progression in RSHE

Pupils should be taught-	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Relationships</b> 1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationship	Children can identify and name some feelings (for example through interpreting facial expressions) and express some of their positive qualities.	Children can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions (for example talking about fairness). They can set themselves simple goals .	Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others.	They can express their views confidently and listen to and show respect for the views of others. They know what a friend is and does and how to cope with some friendship problems.	They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way.	They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money.

<b>Health and Wellbeing</b> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency	Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old.	Children can make simple choices about some aspects of their health and well-being and know what keeps them healthy. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations	Children can make choices about how to develop healthy Lifestyles.	They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these. They understand when they should keep secrets and promises, and when they should tell somebody about them	They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations	They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.
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8. to identify different influences on health and wellbeing						
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<p><b>Living in the Wider World</b></p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> </ol>	<p>Children can explain different ways that family and friends should care for one another</p>	<p>Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others (for example by playing and working with friends or classmates). They can identify and respect differences and similarities between people.</p>	<p>Children can explain how their actions have consequences for themselves and others. They can describe the nature and consequences of bullying, and can express ways of responding to it. They can show how they care for the environment (e.g. animals and school grounds)</p>	<p>They can describe the nature and consequences of bullying, and can express ways of responding to it. They can identify different types of relationship (for example marriage or friendships), and can show ways to maintain good relationships (for example listening, supporting, caring).</p>	<p>Children can respond to, or challenge, negative behaviours such as stereotyping and aggression</p>	<p>They can describe some of the different beliefs and values in society, and can demonstrate respect and tolerance towards people different from themselves.</p>
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7. how money plays an important part in people’s lives 8. a basic understanding of enterprise.						
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### **What will RSHE look like in the classroom?**

We will establish a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children. To enable this, it is important that 'core values' are referred to and owned at the beginning of the year and are reinforced in every lesson.

### **Assessment**

Teachers regularly assess capability through observations and looking at completed work or floor book evidence. Key objectives to be assessed are taken from the national curriculum to assess key PSHE skills each term. Success criteria have been developed for each strand for each year and this remains an integral part of teaching and learning and central to good practice. It should be process orientated - reviewing the way that knowledge and skills are applied purposefully by pupils to demonstrate their understanding of the concepts of PSHE. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

### **SEN**

It is important for teachers to plan work in PSHE which facilitates high expectations, matches children's needs and helps them to make progress.

Teachers implement and develop strategies to support SEN pupils whilst supporting inclusion in PSHE such as pre-teaching vocabulary. Teachers plan for appropriate pace and use a range of kinaesthetic /multi-sensory tools to promote enjoyment and progress.

Knowledge and skills can be developed in small steps through analogies, drama and practical activities. Paired and group work in PSHE is widely used and can foster interpersonal and communication skills. Carefully matched work suited to the child’s own needs and range of learning can promote confidence and stimulate an interest in future learning, leading to a better understanding of the world around them.

### **Monitoring and review**

The RSHE co-ordinator will monitor delivery of the programme through observation and discussion with teaching staff, pupils, parents and carers to ensure consistent and coherent curriculum provision.