

Relationships and Health Education Skills Progression 2022

RSHE Intent

“If a thing is humanly possible, consider it within your reach.” - Marcus Aurelius

At Great Bradfords Junior school we teach PSHE and RSHE with an integrated approach, in a holistic, progressive scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, our curriculum properly equips our teachers to deliver engaging and relevant PSHE within a whole-school approach. It embodies a positive philosophy and creative teaching and learning activities, to nurture children’s development as compassionate and well-rounded human beings. Throughout the curriculum, we provide opportunities for children to develop their emotional awareness, concentration and focus. Additionally, our intention is to provide all children we educate with an inherent understanding of risk and the knowledge and skills necessary to: make safe and informed decisions; recognize healthy relationships; be able to ask for help from appropriate sources; display empathy, respect and tolerance towards others, particularly those whose characteristics are protected under the Equality Act 2010; understand how to live a healthy life including in an online world; be able to administer basic first aid and contact the emergency services and to understand the physical and emotional changes the body undertakes when growing up.

At the heart of our integrated PSHE curriculum is our school Code of Conduct: Be safe, be kind, be responsible, with our ultimate aim being to nurture our pupils so they grow together into kind, safe, responsible young people who will showcase our intrinsic positive values and ethics in their everyday lives. Our Superhero Learning Values (perseverance, resilience, independence, engagement and enthusiasm) also underscore all facets of our PSHE and RSHE curriculum.

Procedural Knowledge: **Skills** the children develop when learning about RSHE

- Recognise healthy and unhealthy relationships
- Recognising and managing risk (including online) and make relevant decisions to keep themselves safe in a variety of situations
- Recognise physical and mental health and develop their understanding of themselves and their self-worth
- Be able to ask for help from appropriate sources, including how to promote care for the planet
- Display empathy, respect and tolerance for other people regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, gender, sex and sexual orientation
- Understand how to live a healthy life, including in an online world
- Be able to administer basic first aid and contact emergency services
- Recognising whether something is value for money and being able to manage money effectively
- Understand physical and emotional changes the body goes through when growing up

Disciplinary Knowledge: **knowledge** the children will learn to develop excellence in RSHE

- The importance and characteristics of family life, friendships, respectful relationships, and online relationships, whether they are stable and caring and how to recognise if they are not
- The importance of personal identity and all factors that contribute to someone's identity (including protected characteristics such as gender identity and that it does not always correspond with someone's biological sex)
- How to ask for help if they feel unhappy or unsafe
- Mental health and wellbeing is a normal part of daily life including negative and positive mental health and self-care techniques
- That for most people, the internet is an integral part of daily life and has many benefits as well as the potential to cause harm to people
- The consequences of not caring for our environment and long-term effects of human activity on the world, and how small changes can help restore balance
- The characteristics and mental and physical benefits of an active lifestyle
- What constitutes a healthy diet
- Strategies and tools for managing money, spending and saving habits and what can influence spending decisions
- Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- Facts about physical health and prevention of poor physical health
- Concepts of basic first aid including how to make emergency calls
- How to keep safe in the local environment, less familiar environments and online
- Key facts about puberty and the changing adolescent body including physical and emotional changes and about the menstrual cycle

Relationships elements are highlighted in pink; Health elements are highlighted in green. These are both statutory and must be covered each year. The blue highlighted sections incorporate “Living in the Wider World” which is non-statutory. Some sections of the curriculum are covered in a different year group or subject to PSHE and RSHE. These have, as far as possible, been highlighted to show the differences.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
	<p>Knowledge: What friendships are.</p> <p>Skills: Recognise how to: make positive friendships; managing loneliness; deal with arguments.</p>	<p>Knowledge: What “safe” means.</p> <p>Skills: Understand how to keep safe; what safety looks like in different environments; what everyday things keep our bodies safe; the role of medicines and household products regarding safety; the importance of hygiene.</p>	<p>Knowledge: That families are different from each other.</p> <p>Skills: Recognise different types of family; recognizing common features of families, empathizing with people in different situations; asking for help.</p>	<p>Knowledge: What a community is and what it means to belong to a community.</p> <p>Skills: Recognise and understand different communities, that some are diverse and all communities help people feel included; being able to empathise with people and display respect.</p>	<p>Knowledge: What constitutes a healthy diet, facts about physical health including dental health.</p> <p>Skills: Understand what a healthy diet is and the benefits of nutritionally rich foods; understanding how people make choices about what to eat and drink; how, when and where to ask for help/advice</p>	<p>Knowledge: Facts about physical and mental health and prevention of poor physical and mental health</p> <p>Skills: Understand how regular physical activity affects bodies and feelings; understand how a lack of physical activity and/or sleep can affect physical and mental health; be able to seek support in</p>

					about healthy eating and oral hygiene; recognizing good oral hygiene and understanding its importance; understanding the impact of too much sugar/acidic drinks on teeth.	relation to physical activity, sleep and rest.
	Vocabulary: support, wellbeing, lonely, excluded, recognize, strategies, qualities, positive, friendships, difficulties, resolve, reconcile, disputes, differences, unhappy, uncomfortable, argument, unhappy, unsafe, support, help.	Vocabulary: hazards, harm, injury, risk, protected, protective, permission, uncomfortable, recognize, respond, unsafe, health, hygiene, rules, routines, medicine, allergies, asthma, responsibly, responsibility, minor injuries, emergencies, emergency services.	Vocabulary: caring, different, differences, same, structure, single, step-relatives, blended families, adoptive, foster, common, features, shared, experiences, demonstrate, unhappy, worried, unsafe.	Vocabulary: groups, friendships, communities, faith, club, classes, diverse, diversity, wider community, local community, included, inclusive, valued, respect, respectful.	Vocabulary: healthy, nutrition, diet, benefit, choice, influence, advice, balance, teeth, brushing, flossing, oral, dentist, sugar, acid, acidic, dental health, healthy eating, dental care.	Vocabulary: physical, activity, bodies, feelings, active, balance, activities, decisions, lack, health, wellbeing, mood, routine, quality, sleep.
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?

<p>Knowledge: What self-worth and self-esteem mean. How to set goals and manage setbacks.</p> <p>Skills: Recognize personal qualities and individuality; develop self-worth and boost self-esteem via recognition of personal attributes, strengths, skills and interests; how goals give purpose; developing resilience to help manage setbacks, learn from mistakes and reframe unhelpful thinking.</p>	<p>Knowledge: What the characteristics of respectful relationships are. How people’s behavior affects others (including online.) How and when to ask for help.</p> <p>Skills: Display empathy, respect and tolerance for others; recognize healthy and unhealthy relationships; recognize how people’s behavior affects others; understand the right to privacy and when something should not be kept a secret.</p>	<p>Knowledge: What feelings and emotions are and how they can be expressed. How feelings and emotions link to behavior. How to access advice/support to manage their own or others’ feelings.</p> <p>Skills: Understand how everyday events can affect feelings; recognize that feelings can change over time; recognize that feelings and emotions are intrinsically linked to mental health and wellbeing; understand ways to manage grief, loss and change.</p>	<p>Knowledge: Key facts about puberty and the changing adolescent body including the menstrual cycle and how puberty can affect emotions. How to ask for advice/support during puberty.</p> <p>Skills: Understand physical and emotional changes the body goes through when growing up, understanding the importance of personal hygiene.</p>	<p>Knowledge: The consequences of not caring for our environment and the long term effects of human activity, and how small changes can make a difference and restore balance.</p> <p>Skills: Be able to ask for help including how to promote care for the planet</p>	<p>Knowledge: How to keep safe in the local environment and in less familiar environments including online and be able to report concerning behaviour including online.</p> <p>Skills: Recognise, predict, assess and manage risk (including online) in different situations, in the local environment and less familiar locations; be able to make decisions to keep themselves safe in a variety of situations including online; understand rules, restrictions and laws which help keep people safe.</p>
<p>Vocabulary: qualities, individual, individuality, positive, achievements,</p>	<p>Vocabulary: behavior, affect, effect, polite, courteous, respect,</p>	<p>Vocabulary: feelings, emotions, change,</p>	<p>Vocabulary: puberty, pubic, growing, adolescent, penis,</p>	<p>Vocabulary: Fairtrade, climate change, deforestation,</p>	<p>Vocabulary: recognize, predict, manage, assess, risk,</p>

	attributes, skills, strengths, interests, differences, self-esteem, contribute, goals, manage, setbacks, mistakes	respectful, rights, responsibilities, confidence, protect, included, respected, discrimination, exclusion, disrespect, inappropriate, aggressive, concerns.	experience, different, intensity, express, expression, respond, grief, change, loss, support, advice.	vagina, erection, menstruation, period, sperm, testicles, testes, testosterone ovaries, sweat, greasy, spots, foreskin, uterus, wet dream, emotions, hygiene, genitals, genitalia, scrotum, urethral opening, vas deferens, bladder, anus, prostate, urethra, hips, labia menora, labia majora, clitoris, fallopian tube, cervix, vulva.	plastic pollution, sustainability, impact, responsibility, duty, fault, guilt, human, protect, respect, care, environment.	situations, local, environment, location, influence, peer approval, online, impact, personal information, appropriate, rules, restrictions, laws, safe, anti-social, illegal.
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
	Knowledge: The range of factors that contribute to someone's personal identity including similarities, differences,	Knowledge: Strategies and tools for managing money, spending and saving habits and what can influence spending decisions	Knowledge: Concepts of basic first aid including how to make emergency calls. Skills: Be able to administer basic first aid including	Knowledge: The importance and characteristics of friendships, respectful relationships, and online relationships	Knowledge: Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-	Knowledge: Careers, aspirations, role models and the future. Skills: Understanding personal identity;

	<p>individualities and stereotypes.</p> <p>Skills: Display empathy, respect and tolerance for other people regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, gender, sex and sexual orientation.</p>	<p>Skills: Effective money management; understanding how people make decisions about spending and saving money and what influences them, including how to pay for something, whether it is a want or a need, and the risks associated with money.</p>	<p>for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions and not moving someone who has experienced a head injury; staying calm in an emergency.</p>	<p>Skills: Recognising healthy and unhealthy relationships; understanding how families and friends communicate including how to recognize risk and keeping safe; recognizing content that is safe and appropriate to share online and how to acquire consent for sharing images online; how to respond if a friendship is making them feel worried, unsafe or uncomfortable (including online) and how to ask for help or advice when feeling unsafe, uncomfortable or unhappy with friendships or</p>	<p>taking; how organisations help people stop smoking and how to ask for help if they have any concerns about drugs.</p> <p>Skills: Recognising and managing risk; recognising physical and mental health; understanding that some drugs are legal and some are illegal; understanding laws surrounding drugs and why some people choose to use or not use drugs; understand that for some people drugs can become a habit which is hard to break.</p>	<p>developing understanding of themselves and their self-worth.</p>
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				family relationships including online.		
	<p>Vocabulary: recognize, respect, similarities, differences, identity, ethnicity, family, faith, culture, gender, hobbies, likes/dislikes, personal qualities, gender identity, biological sex, stereotypes, influence, behaviours, attitudes, challenge, assumptions.</p>	<p>Vocabulary: value for money, expensive, cheap, reasonable, price, loss, interest, spending, saving, current account, savings account, loan, credit, credit card, risk.</p>	<p>Vocabulary: first aid, burns, cuts, scalds, grazes, bleeds, bleeding, choking, asthma attacks, allergic reactions, injury, help, calm, emergency.</p>	<p>Vocabulary: friendships relationships, communication, social media, positive, negative, risk, images, consent, content.</p>	<p>Vocabulary: drugs, legal, illegal, nicotine, alcohol, vaping, smoking, caffeine, medicines, laws, restrictions, protect, choice, prevent, risk, associated, habit, addiction.</p>	<p>Vocabulary: jobs, careers, voluntary, unpaid, skills, attributes, qualifications, training, college, university, apprenticeships, influences, decisions, interests, pay, question, challenge, stereotypes.</p>
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
	<p>Knowledge: Mental health and wellbeing is a normal part of everyday life and people can experience positive and negative mental health, including ways of improving mental health; how positive friendships and community connections contribute to positive mental health; how to maintain good physical health and what a healthy lifestyle consists of (including contributions of sleep to a healthy lifestyle.)</p> <p>Skills: Recognising healthy and unhealthy lifestyles; developing self-worth and self-</p>		<p>Knowledge: The importance and characteristics of respectful online relationships, consent, image sharing online, how to keep safe online.</p> <p>Skills: Understanding how the media, including online experiences, can affect people’s wellbeing, including their thoughts, feelings and attitudes; recognising what should and shouldn’t be shared online and why consent to share information and images is important, understand and recognize that media can be manipulated, to</p>		<p>Knowledge: The importance and characteristics of family life, friendships, respectful relationships, and online relationships, whether they are stable and caring and how to recognise if they are not; key facts about puberty and the changing adolescent body including physical and emotional changes and about the menstrual cycle; changes and transition to different schools.</p> <p>Skills: Recognise healthy and unhealthy relationships, including</p>	

	<p>esteem; understanding how to live a healthy life (including in an online world.)</p>	<p>evaluate the reliability of media and recognize suspicious content, to recognize risks.</p>	<p>intimate or romantic relationships and committed relationships; display empathy, respect and tolerance for other people regardless of age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, gender, sex and sexual orientation; recognise physical and mental health; understand physical and emotional changes the body goes through when growing from childhood to adulthood (puberty); understanding and managing change.</p>
	<p>Vocabulary: mental health, physical health, wellbeing, friendships, community, healthy, balanced, activities, oral health, hygiene, sleep, strategies, influence, choices, habits, legal, illegal, drugs, ill-health, mental ill-health, problems.</p>	<p>Vocabulary: media, wellbeing, thoughts, feelings, actions, online, social media, rules, distribution, mixed messages, opinions, decisions, manipulated, invented, reliable, bias, rank, selection, targeted, influence, appropriate, upsetting, frightening, untrue, gambling.</p>	<p>Vocabulary: puberty, pubic, growing, adolescent, penis, vagina, erection, menstruation, period, sperm, testicles, testes, testosterone ovaries, sweat, greasy, spots, foreskin, uterus, wet dream, emotions, hygiene, genitals, genitalia, scrotum, urethral opening, vas deferens, bladder, anus, prostate, urethra, hips, labia menorah, labia majora, clitoris, fallopian tube, cervix, vulva, STI, sex, sexual relationship, reproduction, consent, intercourse, rape, contraception, safe sex, fertilization, egg, ova, IVF (In Vitro Fertilization,) ICSI (Intra-Cytoplasmic Sperm Injection,) IUI (Intrauterine Insemination,) GIFT (Gamete Intra-Fallopian Transfer,) IVM (In Vitro Maturation,) surrogacy, fertility drugs, zygote, embryo, foetus, amniotic sac,</p>

			amniotic fluid, placenta, umbilical cord, labour, caesarian section.
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The highlighted sections are covered in different year groups or under different curriculums and therefore do not need to be covered in PSHE sessions. The guide below details where each highlighted section is covered.

Learning highlighted in yellow is covered in the Year 4 curriculum.

Learning highlighted in blue is covered in the Year 6 curriculum.

Learning highlighted in grey relates to online safety elements of the curriculum and is covered in the Computing curriculum for all year groups.