



# Queenswood Primary School and Nursery

## RSHE Curriculum Progression

RSHE Curriculum intent and implementation: (RSHE – Relationships, Sex and Health Education)

Effective Relationships, Sex and Health Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships and develop a healthy lifestyle. It also enables children and young people to make responsible and informed decisions about their health and well-being. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about online and offline safety.

RSHE is taught through the following strands:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Mental Wellbeing
- Internet Safety and harms
- Physical health and Fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent Body

We use the Jigsaw Scheme of Work to teach RSHE. We are confident that the Jigsaw Programme covers all aspects of Relationships, Sex and Health Education (RSHE) within the context of a full PSHE programme in an age-appropriate way. A coverage document attached demonstrates the curriculum coverage.

Jigsaw is taught through 6 half termly themes: Being Me in My world, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships, Changing Me. The content of each theme is delivered in blocked units making use of cross-curricular links wherever possible.

As PSHE is a discussion based subject, there will be elements of the learning completed in children's individual learning journals and class topic books. At Queenswood, we aim to develop thinking skills (see separate progression document) in all areas of the curriculum. PSHE allows for the development of the areas of planning, developing and reflecting, with a large focus on taking risks, making links and valuing unexpected outcomes.

To help children retain their learning, each theme begins with a whole school assembly, a whole school song is learnt each half term and each theme culminates in a whole school project outcome. The subject leader will ensure that all staff are aware of the whole school project and will collate contributions from across the school.

However, we also recognise the contextual safeguarding for our school area: domestic violence, substance misuse and neglect and also the additional LA agenda of exploitation.

Therefore we recognise that learning about relationships, alongside providing our children with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community, is crucial for the children at Queenswood. This work is embedded throughout our whole curriculum and ethos of the school. We will seek additional materials from Jigsaw and other sources to ensure that we fulfil our commitment to the children at our school.

#### Safeguarding commitment:

Through our RSHE curriculum, children will gain independent problem-solving skills, as well as develop the skills for quality teamwork.

Children will be taught explicitly about different cultures, and be taught to be both curious and respectful. They will develop their own sense of identity, through understanding of different relationships.

We have a commitment to use materials that will teach our children the skill and values they need within our local area.

Modern British Values and SMSC All Jigsaw lessons have been mapped against the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. All Jigsaw lessons contribute to one or more of

these values in some way. Children are taught to know their own minds, to operate from a position of self-awareness and self-valuing, and to develop the capacity to empathise with others.

Key Skills and Knowledge	Year 1/2 Expectation	Year 3/4 Expectation	Year 5/6 Expectation
<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>that families are important for children growing up and why</li> <li>the characteristics of healthy family life,</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family,</li> <li>that stable, caring relationships, are at the heart of happy families</li> <li>that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>•how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>	<ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people</li> <li>identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> <li>that they belong to different groups and communities such as family and school</li> <li>know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<ul style="list-style-type: none"> <li>to recognise different types of relationships, including those between acquaintances, friends, relatives and families</li> <li>to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> </ul>	<ul style="list-style-type: none"> <li>that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> </ul>
<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>how important friendships are in making us feel happy and secure,</li> <li>the characteristics of friendships,</li> </ul>	<ul style="list-style-type: none"> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> </ul>	<ul style="list-style-type: none"> <li>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</li> </ul>

<ul style="list-style-type: none"> <li>• the characteristics of healthy friendships</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise that their behaviour can affect other people</li> <li>• to recognise what is fair and unfair, kind and unkind, what is right and wrong</li> <li>• that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li> <li>• to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say</li> <li>• to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</li> <li>• to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> </ul>	
<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>• the importance of respecting others</li> <li>• how to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners*</li> <li>• the importance of self-respect</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to</li> </ul>	<ul style="list-style-type: none"> <li>• to identify and respect the differences and similarities between people</li> <li>• that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)</li> <li>• recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> </ul>	<ul style="list-style-type: none"> <li>• to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy</li> <li>• to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> </ul>	<ul style="list-style-type: none"> <li>• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view</li> <li>• to recognise and challenge stereotypes</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language,</li> </ul>

<p>others, including those in positions of authority</p> <ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying),</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>	<ul style="list-style-type: none"> <li>• strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li> </ul>		<p>‘trolling’, how to respond and ask for help)</p> <ul style="list-style-type: none"> <li>• to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk</li> </ul>
<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online,</li> <li>• that the same principles apply to online relationships as to face-to-face relationships,</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information</li> <li>• how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</li> <li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li> <li>• strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>• about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe</li> <li>• to recognise how images in the media (and online) do not always reflect reality</li> </ul>	<ul style="list-style-type: none"> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help)</li> <li>• how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>• to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> </ul>
<p><b>Being Safe</b></p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships</li> </ul>	<ul style="list-style-type: none"> <li>• to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</li> </ul>	<ul style="list-style-type: none"> <li>• to understand personal boundaries; to identify what they are willing to share with their most special people; friends;</li> </ul>	<ul style="list-style-type: none"> <li>• how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share;</li> </ul>

<ul style="list-style-type: none"> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them,</li> <li>• appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to unfamiliar adults they may encounter</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• • where to get advice from e.g. family, school and/or other sources</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</li> <li>• what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy</li> <li>• the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> </ul>	<p>classmates and others; and that we all have rights to privacy</p> <ul style="list-style-type: none"> <li>• about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact</li> <li>• to recognise when they need help and to develop the skills to ask for help</li> <li>• about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>	<p>who to talk to if they feel uncomfortable or</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness)</li> <li>• how to recognise and talk about their emotions</li> </ul>	<ul style="list-style-type: none"> <li>• to communicate their feelings to others, to recognise how others show feelings and how to respond</li> <li>• about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings</li> </ul>	<ul style="list-style-type: none"> <li>• to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</li> </ul>	<ul style="list-style-type: none"> <li>• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</li> <li>• to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber</li> </ul>

<ul style="list-style-type: none"> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support),</li> <li>• it is common for people to experience mental ill health</li> </ul>	<ul style="list-style-type: none"> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest</li> <li>• what positively and negatively affects their physical, mental and emotional health</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>• recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health</li> <li>• about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> <li>• to recognise when they need help and to develop the skills to ask for help...</li> <li>•</li> </ul>	<p>bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)</p> <ul style="list-style-type: none"> <li>• to realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities</li> </ul>
<p><b>Internet Safety and Harms</b></p> <ul style="list-style-type: none"> <li>•</li> <li>• that for most people the internet is an integral part of life and has many benefits*</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices</li> </ul>	<ul style="list-style-type: none"> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest</li> <li>• what positively and negatively affects their physical, mental and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li> <li>• that their actions affect themselves and others</li> <li>• strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> </ul>	<p>the responsible use of mobile phones... and safe user habits (time limits, turning it off at night etc.)</p> <ul style="list-style-type: none"> <li>• how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)</li> <li>• how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources,</li> </ul>

<ul style="list-style-type: none"> <li>• how to consider the effect of their online actions on others, recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, are age restricted</li> <li>• that the internet can also be a negative place</li> <li>• how to be a discerning consumer of information,</li> <li>• where and how to report concerns and get support with issues online†</li> </ul>		<ul style="list-style-type: none"> <li>• why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations</li> </ul>	<p>including people they know and the media</p> <ul style="list-style-type: none"> <li>• to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</li> </ul>
<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this;</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>	<ul style="list-style-type: none"> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity</li> <li>• to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</li> <li>• about people who look after them, their family networks, who to go to if they are worried and how to attract their attention</li> <li>• about the ways that pupils can help the people who look after them to more easily protect them’</li> </ul>	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health</li> <li>• about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe</li> </ul>	<ul style="list-style-type: none"> <li>• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</li> <li>• about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers</li> </ul>
<p><b>Healthy Eating</b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding</li> </ul>	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health</li> </ul>	<ul style="list-style-type: none"> <li>• to recognise opportunities and develop the skills to make their own choices about food, understanding</li> </ul>	<ul style="list-style-type: none"> <li>• which, why and how, commonly available substances and drugs (including alcohol), tobacco and ‘energy</li> </ul>



<p>calories, and other nutritional content)</p> <ul style="list-style-type: none"> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>	<ul style="list-style-type: none"> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>•</li> </ul>	<p>what might influence their choices and the benefits of eating a balanced diet</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>	<ul style="list-style-type: none"> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• that household products, including medicines, can be harmful if not used properly</li> <li>• know that some substances and drugs can damage their immediate and future health</li> </ul>	<ul style="list-style-type: none"> <li>• which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</li> </ul>
<p><b>Health and Prevention</b></p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness,</li> <li>• about safe and unsafe exposure to the sun</li> <li>• the importance of sufficient good quality sleep for good health</li> <li>• about dental health and the benefits of good oral hygiene about personal hygiene and germs</li> <li>• The facts and science relating to allergies, immunisation and vaccination. **</li> </ul>	<ul style="list-style-type: none"> <li>• the importance of, and how to, maintain personal hygiene</li> <li>• how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading</li> <li>• how to stay sun smart</li> <li>• what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> </ul>	<ul style="list-style-type: none"> <li>• what positively and negatively affects their physical, mental and emotional health</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</li> <li>• that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>

<p><b>Basic first aid</b></p> <ul style="list-style-type: none"> <li>• know how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialing 999 in an emergency</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• school rules about health and safety, basic emergency aid procedures, where and how to get help</li> <li>•</li> </ul>
<p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• about the process of growing from young to old and how people's needs change</li> <li>• about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>• the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• how their body will, and their emotions may, change as they approach and move through puberty</li> </ul>	<ul style="list-style-type: none"> <li>• about human reproduction</li> </ul>