

Upham CE Primary School Curriculum Overview – RSHE

Y & T = PFA Yasmin and Tom Resource Unit

Overview of Relationships, Sex and Health Education (RSHE) Curriculum

Year B

	Autumn Term I		Autumn Term II	Spring Term I	Spring Term II		Summer Term I	Summer Term II
Class 4 (Yrs 5 & 6)	Y&T 1,2 & 6 On and off-line friendships & keeping safe	Anti-Bullying Week	Y&T 3,4 Friendships – secrets and pressures	Drugs, Alcohol & Tobacco	Health Prevention	Mental Health Week		Y&T 7-12 Changes at puberty, Sex (Y6) and pregnancy Protected Characteristic: sex Germs & Bacteria Science
Class 3 (Ys 3 & 4)	Y&T 9 Online Safety People Who Help Us on and offline Y&T 1. Introduction to Yasmin and Tom		Y&T 3. Me, myself and I Protected Characteristic: gender reassignment		Y&T 5. Families and getting on with our families Protected Characteristic: Different types of families (all areas)		Y&T 6 & 7. Body Parts, Body Care and keeping safe	Privacy and social rules Inappropriate touching, rules and 'dares'
Class 2 (Yrs 1 & 2)	Y&T 6. Naming Body Parts		Healthy Eating Y&T 5. Keeping Clean and taking care of myself	Internet Safety & Online Relationships	Y&T 7. Keeping Safe		Y&T 2. Friendships & Feelings Protected Characteristic: gender, race, disability	
Class 1 (YrR)	Y&T1,2 & 3 Caring Friendships Different types of friends (age, disability, gender reassignment, race, religion/belief) Health – hand washing How to Change clothes Marvellous Me Topic	Anti-Bullying Week	Y&T 3,4 Friendships – secrets and pressures	Respectful Relationships and Caring Friendships Y&T 5. Mental Wellbeing - emotions Links to RE Topic 'Special People' – characteristics of friendships	Y&T 5. Being Safe Basic First Aid Physical Health within Doctors/ Hospital Play provision	Mental Health Week	Health – Keeping Safe in the sun Social stereotypes – play and family life Protected Characteristic: marriage/ civil partnership	Getting to know Year 1 – new friendships Different types of friends (age, disability, gender reassignment, race, religion/belief) Y&T 4 & 6. Body Parts. Women have Babies Protected Characteristic: pregnancy & maternity

NSPCC 'Speak Out Stay Safe' Programme

Overview of Relationships, Sex and Health Education (RSHE) Curriculum

Year A

	Autumn Term I		Autumn Term II	Spring Term I	Spring Term II		Summer Term I	Summer Term II
Class 4 (Years 5 & 6)	Y&T 1,2&6 E-Safety on and off-line friendships	Anti-Bullying Week	Families Protected Characteristic: marriage/ civil partnership Different types of families (all areas)	Healthy Eating	Respectful Relationships	Mental Health Week		Y&T 7-12 Changes at puberty, Sex (Y6) and pregnancy Protected Characteristic: sex, pregnancy/ maternity
Class 3 (Years 3 & 4)	Healthy Eating, sleep, dental & exercise (Expertise of parent specialist visitor) Body growing – early pre-puberty changes First Aid within 'Blood Bones & Body Bits' Topic - Science		Y&T 8. Is it Risky?	Mental Wellbeing	Y&T 4. What makes a good friend? Different types of friends (age, disability, gender reassignment, race, religion/belief)		Y&T 8. Is it Risky?	Y&T 2. Gender stereotypes and aspirations Protected Characteristic: gender reassignment (PSHE link to Science coasts) Plastic pollution Care for the environment
Class 2 (Years 1 & 2)	Y&T 3. Different Families Protected Characteristic: marriage/ civil partnership Different types of families (all areas) Y&T 4. My Brilliant Body			Y&T 2. Friendships and Feelings	Internet Safety & Online Relationships Respecting others –(all areas)			Y&T 1. Introducing Yasmin & Tom Different types of families (all areas) & gender

Careers Week
Protected Characteristic: gender

Content, RSE Content, Content delivered within other curriculum areas embedded in topic

Opportunities to Develop Knowledge & Understanding of Protected Characteristics: age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, Different types of families (age, disability, gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion/belief, sex), age, disability, gender, race, religion/belief

Y & T = PFA Yasmin and Tom Resource Unit

		Autumn Term I	Anti-Bullying Week	Autumn Term II	Spring Term I	Spring Term II	Mental Health Week	Summer Term I	Summer Term II
Class 4 (Yrs 5 & 6)	RHE	<p>Y&T 1,2 & 6 On and off-line friendships & keeping safe</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Linked to NSPCC 'Speak Out' Materials) 	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>Y&T 3,4 Friendships – secrets and pressures</p> <ul style="list-style-type: none"> the characteristics of friendships and support with problems and difficulties. 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. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Drugs, Alcohol & Tobacco</p> <p>the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>	<p>Health Prevention</p> <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 		
	RSE								<p>Y&T 7-12 Changes at puberty, Sex (Y6) and pregnancy</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Changes from child to teenager to adult, things you can do law changes eg driving about menstrual wellbeing including the key facts about the menstrual cycle. Sex occurs within a loving & committed relationship (Y6 Only) Protected Characteristic: sex Sex itself, male and female body parts, penetration and ejaculation (Y6 Only) Main stages of pregnancy – conception as sperm & egg join, growth of foetus leading to obvious changes – birth Protected Characteristic: pregnancy & maternity <p>NSPCC 'Speak Out'</p> <p>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>
	Embedded in other curric. areas								

Class 3 (Ys 3 & 4)	RHE	<p>Y&T 9 Online Safety People Who Help Us on and offline</p> <ul style="list-style-type: none"> about different types of bullying (including cyberbullying) ... responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. that people sometimes behave differently online... that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	about different types of bullying (including cyberbullying) ... responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	<p>Y&T 3. Me, myself and I</p> <ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. Protected Characteristic: gender reassignment 		<p>Y&T 5. Families and getting on with our families</p> <ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, (Protected Characteristic: Different types of families -all areas) the importance of spending time together and sharing each other's lives. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.) 	
	RSE	<p>Y&T 1. Introduction to Yasmin and Tom Recap & revisit KS1</p>					<p>Y&T 6 & 7. Body Parts, Body Care and keeping safe</p> <ul style="list-style-type: none"> Early puberty changes – body is growing, Hygiene changes due to growth eg sweating more – need to wash, need to clip toe nails, 	<p>Privacy and social rules Inappropriate touching, rules and 'dares'</p> <ul style="list-style-type: none"> What is inappropriate touching – eg hug, holding hands compared to private areas Don't have to do what others tell you to do – 'dares' encourage this, don't blame own actions on influence of others. <p>NSPCC 'Speak Out'</p> <ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse where to get advice e.g. family, school and/or other sources where and
	Embedded in other curric. Areas							
Class 2 (Yrs 1 & 2)	RHE		<ul style="list-style-type: none"> the conventions of courtesy and manners. that in school ... they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying) 	<p>Healthy Eating</p> <ul style="list-style-type: none"> the characteristics of a poor diet the principles of planning and preparing a range of healthy meals. 	<p>Internet Safety & Online Relationships that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online</p>	<p>Y&T 7. Keeping Safe</p> <ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others ... 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.) 	<p>Y&T 2. Friendships & Feelings</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. Protected Characteristic: gender, race, disability the characteristics of friendships, including truthfulness, trustworthiness, generosity, trust. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

	RSE	<p>Y&T 6. Naming Body Parts</p> <p>Explore the different names we give private parts – what do we use, in context introduce some scientific words</p>		<p>Y&T 5. Keeping Clean and taking care of myself</p> <ul style="list-style-type: none"> Keeping private areas private – when is it ok to show them Changing with others – keeping private, being sensitive towards each other Learning about personal space – its ok to need your space, not touching 					<p>NSPCC ‘Speak Out’</p> <ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. how to report concerns or abuse where to get advice e.g. family, school and/or other sources where and how to report concerns and get support with issues online
	Embedded in other curric. areas	<p>Cauliflowers Fluffy Healthy Eating</p> <p>the characteristics of a poor diet ...</p> <p>DT Cooking (in context)</p> <p>about personal hygiene and germs ... and the importance of handwashing.</p>				<p>Snail and the Whale</p> <ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including truthfulness, trustworthiness, generosity, trust. 			

Class 1 (YrR)	RHE	<ul style="list-style-type: none"> Y&T1,2 & 3 Caring Friendships the characteristics of friendships, including kindness, sharing interests and experiences. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Health – hand washing</p> <p>...the importance of handwashing.</p> <p>Respectful relationships</p> <ul style="list-style-type: none"> Conventions of courtesy and manners. Show respect for others (Different types of friends age, disability, gender reassignment, race, religion/belief) in school, and to those in positions of authority 	about different types of bullying (including cyberbullying)...	<p>Y&T 3, 4 Caring Friendships</p> <ul style="list-style-type: none"> The characteristics of friendships including kindness, sharing interests and experiences – Class friendships board – care, share, be, fair <p>Healthy Eating</p> <ul style="list-style-type: none"> What constitutes a healthy diet/ poor diet(Healthy Eating Week) the benefits of physical exercise, time outdoors <p>Y&T 5. Health and Prevention</p> <p>Keeping clean and taking care of myself</p>	<p>Respectful Relationships and Caring Friendships</p> <ul style="list-style-type: none"> Friendship characteristics include kindness, sharing interest and experiences. About different types of bullying. <p>Mental Wellbeing – emotions</p> <ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) ... the benefits of physical exercise, time outdoors 	<p>Y&T 7. Being Safe</p> <ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter ... whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. <p>Basic First Aid</p> <ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) 	<p>Health – Keeping Safe in the sun</p> <ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage... 	<p>Internet Safety and Harms</p> <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. <p>Online relationships</p> <ul style="list-style-type: none"> how to consider the effect of their online actions on others that the same principles apply to online relationships as to face-to face relationships that for most people the internet is an integral part of life and has many benefits. <p>Getting to know Year 1 – new friendships</p> <ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others (Different types of friends age, disability, gender reassignment, race, religion/belief), and do not make others feel lonely or excluded.
	RSE	<p>Y&T 1, Gender roles – exploring early stereotypes</p> <ul style="list-style-type: none"> Girls boys different – outside private parts are different – how do you know if a baby is a boy or girl? (dolls) Explore some early stereotypes eg blue/pink colours, ‘gender toys’, dressing up in a dress, play that mirrors family life <p>gender reassignment</p> <p>How to Change clothes</p> <p>How to change – don’t take your pants off</p>						<p>Relationships and Sex Growing Body</p> <ul style="list-style-type: none"> Girls and boys are the same and have some different body parts Words for different family members, eg male female adult baby child brother sister <p>Protected Characteristic: marriage/ civil partnership</p>	<p>Relationships and Sex Privacy and Social Rules</p> <p>How to change – NSPCC Talk Pants and Stay Safe. Learn the PANTS rules.</p>
	Embedded in other curric. areas	<p>Marvellous Me Topic</p> <p>that families (types of family – all areas) are important for children growing up because they can give love</p>			<p>Links to RE Topic ‘Special People’ –</p> <ul style="list-style-type: none"> the characteristics of friendships, including kindness, sharing interests and experiences. 	<p>Physical Health within Drs/ Hospital Play provision</p> <ul style="list-style-type: none"> what constitutes a healthy diet ... the characteristics of a poor diet 			

		Autumn Term I	Anti-Bullying Week	Autumn Term II	Spring Term I	Spring Term II	Mental Health Week	Summer Term I	Summer Term II	Careers Week	
Class 4 (Years 5 & 6)	RHE	<p>Y&T 1,2&6 E-Safety on and off-line friendships</p> <ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online. 	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	<p>Families</p> <ul style="list-style-type: none"> the characteristics of healthy family life commitment to each other, (protected characteristics marriage/ civil partnership) including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that stable, caring relationships, which may be of different types, are at the heart of happy families, (Different types of families (all areas) and are important for children's security as they grow up.) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<p>Healthy Eating</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 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). 	<p>Respectful Relationships</p> <ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of self-respect and how this links to their own happiness. 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 others, including those in positions of authority. 	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 			<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Protected characteristic-gender reassignment) 	
	RSE									<p>Y&T 7-12 Changes at puberty, Sex (Y6) and pregnancy</p> <ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Changes from child to teenager to adult, things you can do law changes eg driving about menstrual wellbeing including the key facts about the menstrual cycle. Sex occurs within a loving & committed relationship (Y6 Only) Protected Characteristic: sex Sex itself, male and female body parts, penetration and ejaculation (Y6 Only) Main stages of pregnancy – conception as sperm & egg join, growth of foetus leading to obvious changes – birth Protected Characteristic: pregnancy & maternity 	<p>Future aspirations (shouldn't be based on stereotypes)</p>
	Embedded in other curric. areas										
Class 3 (Years 3 & 4)	RHE	<ul style="list-style-type: none"> Healthy Eating, sleep, dental & exercise (Expertise of parent specialist visitor) what constitutes a healthy diet (including understanding ... other nutritional content). the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) ... <p>Basic First Aid</p> <ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>about different types of bullying (including cyberbullying) ... responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</p>	<p>Y&T 1. Introduction to Yasmin & Tom</p>	<p>Mental Wellbeing</p> <ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices ... 	<p>Y&T 4. What makes a good friend?</p> <ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, loyalty. that in school ... they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority protected characteristics – age, disability, gender, race, religion. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.) 	<p>Y&T 8. Is it Risky?</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>			

	RSE	<p>Body growing – early pre-puberty changes</p> <ul style="list-style-type: none"> • Early puberty changes – body is growing, 							<p>Y&T 2. Gender stereotypes and aspirations</p> <p>Future aspirations (shouldn't be based on stereotypes) characteristics – gender reassignment</p>	<p>Future aspirations (shouldn't be based on stereotypes)</p>
	Embedded in other curric. areas	<p>First Aid within 'Blood Bones & Body Bits' Topic – Science</p> <ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • the characteristics and mental and physical benefits of an active lifestyle. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (Using Visitor) • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 								
Class 2 (Years 1 & 2)	RHE	<p>Y&T 3. Different Families</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability (types of family all areas) • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Characteristic – marriage/ civil partnership 	<ul style="list-style-type: none"> • the conventions of courtesy and manners. • that in school ... they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying) 	<p>Y&T 2. Friendships and Feelings</p> <p>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p>	<p>Internet Safety & Online Relationships</p> <ul style="list-style-type: none"> • linked with Computing below 	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.) 		<p>Y&T 1. Introducing Yasmin & Tom</p> <ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family (types of family – all areas), but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families (characteristics marriage/ civil partnership) 		
	RSE	<p>Y&T 4. My Brilliant Body</p> <p>How we grow – what can babies do, not do, toddler? Child? Stages of what you can do</p>						<p>Exploring what boys and girls can do – explore stereotypes eg toys eg jobs characteristics – gender reassignment</p>	<p>Exploring what boys and girls can do – explore stereotypes eg toys eg jobs</p>	
	Embedded in other curric. areas	<p>Marvellous Me Topic</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • the characteristics of a poor diet ... 		<p>Once Upon a Time</p> <p>that most friendships have ups and downs</p>	<p>Computing e-Safety with Jessie & Friends</p> <p>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others (across characteristics – age, disability, gender, race, religion) online</p>			<p>Above also links to Exciting Explorers Topic Summer II</p>		

Overview of Progression Within Upham CE Primary School Relationships, Sex and Health Education (RSHE) Curriculum

	RSHE Aspect	Foundations in Year R, some links to ELG but separate curriculum provision	KS1	Lower KS2	Upper KS2
Relationships and Health Education (RHE)	Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love... 	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	<ul style="list-style-type: none"> the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	<ul style="list-style-type: none"> that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. that stable, caring relationships, which may be of different types, are at the heart of happy families ...
	Caring friendships	<ul style="list-style-type: none"> the characteristics of friendships, including kindness, sharing interests and experiences. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. the characteristics of friendships, including truthfulness, trustworthiness, generosity, trust. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, loyalty. 	<ul style="list-style-type: none"> the characteristics of friendships and support with problems and difficulties. 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.
	Respectful relationships	<ul style="list-style-type: none"> the conventions of courtesy and manners. that in school ... they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying)... 		<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. that in school ... they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying) ... responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. the importance of self-respect and how this links to their own happiness. 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 others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how stereotypes can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers and adults.
	Online relationships	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships ... 	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online ... 	<ul style="list-style-type: none"> that people sometimes behave differently online... that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. how information and data is shared and used online.
	Being safe	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter ... whom they do not know. how to recognise and report feelings of being unsafe or feeling bad about any adult. 	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others ... 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. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. (Linked to RSPCC 'Speak Out' Materials)
	Mental wellbeing	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) ... the benefits of physical exercise, time outdoors... 	<ul style="list-style-type: none"> that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 	<ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
		<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 			

	Internet safety & harm	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	<ul style="list-style-type: none"> how to consider the effect of their online actions on others ... why social media, some computer games and online gaming, for example, are age restricted 	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices ... how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 	<ul style="list-style-type: none"> about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	Physical health & Fitness			<ul style="list-style-type: none"> the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). 	
	Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet ... the characteristics of a poor diet ... 	<ul style="list-style-type: none"> the characteristics of a poor diet ... 	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding ... other nutritional content). the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) ... 	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 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).
	Drugs, Alcohol & Tobacco				<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	Health & prevention	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage... ...the importance of handwashing. 	<ul style="list-style-type: none"> about personal hygiene and germs ... and the importance of handwashing. 	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination.
	Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
Sex and Relationships Education SRE	Growing body	<ul style="list-style-type: none"> Girls boys different – outside private parts are different – how do you know if a baby is a boy or girl? (dolls) Words for different family members, eg male female adult baby child brother sister 	<ul style="list-style-type: none"> Explore the different names we give private parts – what do we use, in context introduce some scientific words 	<ul style="list-style-type: none"> Early puberty changes – body is growing, Hygiene changes due to growth eg sweating more – need to wash, need to clip toe nails, 	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. Changes from child to teenager to adult, things you can do law changes eg driving about menstrual wellbeing including the key facts about the menstrual cycle.
	Sex & childbirth	<ul style="list-style-type: none"> Women have babies – they are born, fed and grow 	<ul style="list-style-type: none"> How we grow – what can babies do, not do, toddler? Child? Stages of what you can do 		<ul style="list-style-type: none"> Sex occurs within a loving & committed relationship (Y6 Only) Sex itself, male and female body parts, penetration and ejaculation (Y6 Only) Main stages of pregnancy – conception as sperm & egg join, growth of foetus leading to obvious changes - birth
	Gender 'roles'	<ul style="list-style-type: none"> Explore some early stereotypes eg blue/pink colours, 'gender toys', dressing up in a dress, play that mirrors family life 	<ul style="list-style-type: none"> Exploring what boys and girls can do – explore stereotypes eg toys eg jobs 	<ul style="list-style-type: none"> Future aspirations (shouldn't be based on stereotypes) 	
	Privacy & social rules	<ul style="list-style-type: none"> How to change – don't take your pants off 	<ul style="list-style-type: none"> Keeping private areas private – when is it ok to show them Changing with others – keeping private, being sensitive towards each other Learning about personal space – its ok to need your space, not touching 	<ul style="list-style-type: none"> What is inappropriate touching – eg hug, holding hands compared to private areas Don't have to do what others tell you to do – 'dares' encourage this, don't blame own actions on influence of others. 	<ul style="list-style-type: none"> Linked to NSPCC 'Stay Safe' Input – understanding what abuse is, how to recognise, how to share and who to trust.