



HORNCastle PRIMARY SCHOOL

Subject Progression – Relationship and Sex Education

Purpose & Aims	<p>Relationships and Sex Education (RSE) is an important and necessary part of all pupils' education. All schools should teach RSE, drawing on good practice, and this expectation is outlined in the introduction to the National Curriculum (2019). Relationship and Sex education is a planned programme of learning through which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. Relationships and Sex education should address both pupils' direct experience and preparation for their future. Our curriculum ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHE programme which meets pupils' needs and which is tailored to local circumstances is critical. We value the early development of metacognition, reflection and self-regulation skills, which will enable our children to become conscientious and effective learners who are emotionally secure. To this end, we introduce these skills in Reception and develop them throughout the child's time at Horncastle. The RSE programme makes a significant contribution to pupils' moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing.</p> <p>The overarching aim for RSE in conjunction with PSHE, Computing, Science and PE is to provide pupils with: accurate and relevant knowledge; opportunities to turn that knowledge into personal understanding; opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities and the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives through school and beyond.</p>		
Curriculum Drivers	Community	Creative Thinking	Confident and Resilient Learners
	<ul style="list-style-type: none"> Children will develop a strong sense of self-identity, self-confidence, self-respect, empathy for themselves and for others. Create a positive culture around sexuality and develop respect for people's choices. Understand and use the correct and appropriate vocabulary when describing themselves and their bodies. 	<ul style="list-style-type: none"> Units are designed to encourage children to think from different points of view. The curriculum encourages children to find a range of solutions through real-life scenarios that promote the development of effective problem solving. Activities within lessons encourage children to show their understanding in personal and unique ways. 	<ul style="list-style-type: none"> Children build confidence to identify trusted adults and ask for support when needed. Children will develop resilience and learn to recover from disappointment in friendships and other relationships. Children will learn to identify and resist unwanted pressures.
EYFS	<p>RSE is developed in a variety of ways in EYFS, including through a child's Personal, Social and Emotional Development (PSED) which is a Prime Strand in the EYFS curriculum, Development Matters. PSED are three building blocks for future success in a child's life. They are closely linked to each other and are placed together as one area of learning. Children in Foundation Stage will learn about:</p> <ul style="list-style-type: none"> Personal Development (Being me) – How they understand who they are, what they can do and how they can look after themselves. Social Development (Being social) – How they understand themselves in relation to others, make friends and understand rules. Emotional Development (Having feelings) – How they understand their own and others' feelings and develop empathy. <p>During EYFS, children will be provided with a range of opportunities to build their PSED skills. Children take part in weekly PSHE lessons which are then embedded through the provision provided. Children will begin to become independent in their learning and will enjoy selecting activities and carrying out responsibilities in class. They will begin to build up their confidence to enable them to ask for help and talk to other children and adults about what they are doing and their own home and community. Children will begin to understand different behaviours and how these can have an impact on their relationships with both children and adults. They also will understand how these behaviours can have impacts on how they make and build relationships. Children are introduced to key values such as respect, kindness, honesty, taking turns, rules and responsibilities and are provided with opportunities to embed these values including through role play, games and classroom rules.</p> <p>By the end of Foundation Stage, most children will be able to:</p> <ul style="list-style-type: none"> Try new activities with confidence Be confident to speak in familiar groups including talking about their ideas Be able to speak about themselves and their abilities in a positive way Say when they do or don't need help Communicate freely with their peers and with adults in school and at home Understand a range of feelings and how these are shown Follow rules and routines, adapting routines when needed Understand acceptable and unacceptable behaviour and that unacceptable behaviour has consequences Play cooperatively, try new and challenging tasks. Take steps to resolve conflicts and solve problems without aggression Take turns and show sensitivity towards others' feelings. Have positive relationships with both children and adults Talk about the importance of having good health including why we have a healthy diet and take part in physical exercise. 		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Changing Adolescent Body</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p>Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Changing Adolescent Body</p> <p>Online Safety Physical Fitness Healthy Eating Online Relationships</p>
Families	<p>To identify and respect the differences between people.</p> <p>To identify their special people and what makes them special.</p> <p>To know how to attract attention when they are worried.</p> <p>To recognise that families look different (wider world, show respect)</p>	<p>To know that they belong to different groups and community such as family and school.</p> <p>To recognise that families look different (one-parent, two- parent, two fathers, two mothers, foster parents, adopted parents).</p> <p>To know those who look after them.</p> <p>To know how special people care for one another.</p>	<p>To identify different types of relationships.</p> <p>To recognise when family relationships are making them unhappy.</p> <p>To know how and whom to seek support from.</p>	<p>To recognise ways in which a relationship can be unhealthy.</p> <p>To know who to speak to when they need support.</p>	<p>To understand what is meant by marriage and civil partnership.</p> <p>(demonstration of commitment made by two people who love and care for each other and who want to spend their life together and who are of legal age to make that commitment)</p>	<p>To understand what is meant by marriage and civil partnership.</p> <p>(demonstration of commitment made by two people who love and care for each other and who want to spend their life together and who are of legal age to make that commitment)</p>
Friendships	<p>To recognise that their behaviour can affect other people</p> <p>To recognise what is fair and unfair, right and wrong, kind and unkind.</p> <p>To know that friendships are positive, welcoming and inclusive.</p> <p>To listen to others people, play and work co-operatively.</p> <p>To understand that friendships have ups and downs.</p> <p>To recognise when a friendship is making them unhappy.</p>	<p>To recognise what is fair and unfair, right and wrong, kind and unkind.</p> <p>To know that people's feelings can be hurt.</p> <p>To recognise when people are being unkind, how to respond and what to say and whom to tell.</p> <p>To know whom to trust and whom not to.</p> <p>To be able to manage conflict.</p> <p>To recognise types of teasing and bullying.</p> <p>To develop strategies to resist teasing and bullying.</p>	<p>To recognise the characteristics of friendship.</p> <p>To recognise what makes a positive, healthy relationship.</p> <p>To recognise types of teasing and bullying and understand these are wrong and unacceptable.</p> <p>To know how to report bullying and help someone who has been bullied.</p> <p>To develop strategies to resolve disputes and conflict through negotiation.</p>	<p>To recognise types of teasing and bullying and understand these are wrong and unacceptable.</p> <p>To know how to report bullying and help someone who has been bullied.</p> <p>To develop strategies to resolve disputes and conflict through negotiation.</p>	<p>To recognise types of teasing and bullying and understand these are wrong and unacceptable.</p> <p>To know how to report bullying and help someone who has been bullied.</p> <p>To develop strategies to resolve disputes and conflict through negotiation.</p>	<p>To recognise types of teasing and bullying and understand these are wrong and unacceptable.</p> <p>To know how to report bullying and help someone who has been bullied.</p> <p>To develop strategies to resolve disputes and conflict through negotiation.</p>
Staying Safe	<p>To know whom to get to when they need help.</p> <p>To understand privacy and the right to keep things private</p> <p>To know the difference between good and bad physical contact. (acceptable and unacceptable, comfortable and uncomfortable)</p> <p>To know the difference between secrets and nice surprises.</p>	<p>To know where to get advice.</p> <p>To know how to report concerns or abuse, vocabulary and with confidence.</p> <p>To know how to respond safely to adults whom they encounter.</p> <p>To know how to take care of their body.</p> <p>To know to protect their bodies from unwanted and inappropriate contact.</p> <p>To know that it not always right to keep secrets.</p>	<p>To keep asking for help and keep trying until they are heard.</p> <p>To know how to recognise and report feelings of being unsafe or feeling bad about an adult.</p> <p>To know how to respond safely to adults whom they encounter.</p> <p>To know to protect their bodies from unwanted and inappropriate contact.</p>	<p>To know how to recognise and report feelings of being unsafe or feeling bad about an adult.</p> <p>To know how to respond safely to adults whom they encounter. (strangers)</p> <p>To know to protect their bodies from unwanted and inappropriate contact.</p> <p>To know what can and cannot be shared.</p>	<p>To know to protect their bodies from unwanted and inappropriate contact.</p> <p>To learn to manage requests for images of themselves and or others/ seek support if worried.</p> <p>To understand when it is right to break a confidence or share a secret</p>	<p>To know to protect their bodies from unwanted and inappropriate contact.</p> <p>To learn to manage requests for images of themselves and or others/ seek support if worried.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful Relationships	<p>To understand the importance of respecting others. (likes, dislikes, choices, backgrounds and beliefs)</p> <p>To know the importance of courtesy and manners.</p> <p>To understand the difference between rights and responsibilities.</p>	<p>To understand the importance of respecting others. (likes, dislikes, choices, backgrounds and beliefs)</p> <p>To know and develop self-respect. To learn to show and develop mutual respect.</p> <p>To know that they have to respect the rights of others.</p>	<p>To listen and respond to a wide range of people. To feel confident to raise their own concerns.</p> <p>To understand personal boundaries (physical and emotional)</p>	<p>To learn to constructively challenge others' point of view. To understand the right to privacy.</p>	<p>To understand what stereotype means. (unfair, destructive and negative) To recognise and challenge stereotypes</p>	<p>To understand the importance of giving and asking for permission in relationships (adults, peers and friends)</p>
Mental Well-being (focus 1/ term)	<p>To be able to communicate their feelings to others To recognise how other show feelings and how to respond to these. To know that mental wellbeing is as important as physical wellbeing</p>	<p>To know that mental wellbeing is as important as physical wellbeing. To identify the normal range of emotions that they experience. To know how to talk about their emotions. To know when to seek support for their mental health.</p>	<p>To be able scale emotions in relation to experiences and situations. To know how to talk about their emotions. To develop simple self-care techniques. To know when to seek support for their mental health.</p>	<p>To differentiate between good and not so good feelings. To find simple, effective ways to manage their feelings. To identify what positively, negatively affects their mental, physical and emotional health To develop simple self-care techniques. To know when to seek support for their mental health.</p>	<p>To recognise that they many experience conflicting emotions, how to overcome these. To understand the importance of community participation and its benefits on mental wellbeing. To develop simple self-care techniques. To know when to seek support for their mental health. To realise the consequences of anti-social behaviour.</p>	<p>To understand the importance of service based activity and its benefits on mental well-being. To develop simple self-care techniques To know when to seek support for their mental health. To know that mental ill health can be resolved if the right treatment is available (at the right time)</p>
Drug, Alcohol and Tobacco	<p>To know that household products and medicines can be harmful if not used properly.</p>	<p>To know that household products and medicines can be harmful if not used properly.</p>	<p>To know that energy drinks, alcohol and tobacco can damage immediate and future health</p>	<p>To know that energy drinks, alcohol and tobacco can damage immediate and future health SEE PSHE HEALTHY ME for Objectives</p>	<p>To know that energy drinks, alcohol and tobacco can damage immediate and future health</p>	<p>To know the key facts about legal and illegal substances and their risks.</p>
Health and Prevention	<p>To recognise when they feel unwell and be able to communicate this. To know how to stay safe in the sun. To learn to reduce the risk of damage from the sun. To learn to maintain personal hygiene. To learn to was hands effectively</p>	<p>To understand the benefits of sufficient good quality sleep. To know that lack of sleep can affect weight, mood and ability to learn. To know the benefits of regular dental check-ups.</p>	<p>To know that germs such as bacteria and viruses can spread diseases. To know how diseases are treated.</p>	<p>To understand the facts and science about allergies. To identify common allergies and their symptoms.</p>	<p>To understand the facts and science relating to immunisation and vaccination.</p>	<p>To understand the facts and science relating to immunisation and vaccination.</p>

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Basic First-Aid	To know that there are special people who can help to keep us safe in school. (CT, TA, first aiders, Lunchtime staff, doctors, nurses). To know how to ask for help.	To know how and when to use 999. To learn to communicate effectively with emergency services.	To be aware of school rules that help keep them safe. To know where and how to get help.	To be aware of school rules that help keep them safe. To know where and how to get help.	To be aware of school rules that help keep them safe. To know where and how to get help. To know basic concepts of first aid for common injuries (head, body, cuts and bruises).	To be aware of school rules that help keep them safe. To know where and how to get help.
Changing Adolescent Body					To understand the key facts about puberty. To understand how their body will, and emotions may change as they move through puberty. To understand the key facts about menstrual cycle and wellbeing	To understand the key facts about menstrual cycle and wellbeing To understand the stages of human reproduction.

Online Safety
Physical Fitness
Healthy Eating
Online Relationships

(These objectives have been merged with the subject progressions of Computing, PE and Science). Please refer to individual subject documents for details.