



RHSE Curriculum Coverage and Progression EYFS–Year 6

1. Curriculum Intent

At St John's Stonefold CE Primary School, Relationships, Health and Sex Education forms an important part of our wider Personal, Social, Health and Economic Education curriculum.

Our aim is to provide pupils with carefully sequenced, age-appropriate learning which supports them to develop positive and respectful relationships, understand themselves and others, make healthy choices, recognise risk, keep themselves safe and know how to seek help.

Our RHSE curriculum is delivered primarily through the Coram SCARF programme. Across EYFS to Year 6, learning is organised through six recurring themes:

1. **Me and My Relationships**
2. **Valuing Difference**
3. **Keeping Safe**
4. **Rights and Respect**
5. **Being My Best**
6. **Growing and Changing**

These themes enable important concepts to be revisited and developed progressively as pupils mature.

Our curriculum is underpinned by our Christian vision and EAGLE values and supports pupils in recognising the dignity and value of themselves and others, developing positive relationships and showing empathy, kindness, respect and responsibility.

2. Relationships Education: Coverage and Progression

Families and People Who Care for Me

EYFS foundations

- People close to me.
- Looking after friends.
- People who help to keep us safe.

Key Stage 1

- Special people.
- Being a good friend.
- Being kind and helping others.
- Taking care of self and others.
- People who help us.
- Being supportive.

Lower Key Stage 2

- Friendship and respectful relationships.

- Relationships, including online relationships.
- Healthy relationships.
- Relationships including marriage.

Upper Key Stage 2

- Friendship skills including compromise.
- Cooperation and recognising emotional needs.
- Positive relationships.

Progression:

Learning develops from identifying the important people in children's lives and understanding kindness and friendship towards more sophisticated consideration of positive and healthy relationships, compromise, cooperation and emotional needs.

Caring Friendships

EYFS foundations

- Showing kindness.
- People close to me.

Key Stage 1

- Being a good friend.
- Being kind and helping others.
- Cooperation.
- Listening skills.
- Bullying and teasing.

Lower Key Stage 2

- Friendship and respectful relationships.
- Cooperation.
- Healthy relationships.
- Listening to feelings.
- Bullying and assertive skills.

Upper Key Stage 2

- Friendship skills including compromise.
- Assertiveness.
- Cooperation.
- Recognising emotional needs.
- Positive relationships.

Progression:

Pupils move from recognising kindness and friendship towards understanding how healthy relationships require cooperation, listening, compromise, assertiveness and respect.

Respectful Relationships

EYFS foundations

- Similarities and differences.
- Celebrating difference.
- Showing kindness.

Key Stage 1

- Recognising, valuing and celebrating difference.
- Developing respect and accepting others.
- Bullying and getting help.
- Being kind and helping others.

Lower Key Stage 2

- Recognising and respecting diversity.
- Being respectful and tolerant.
- Understanding community.
- Bullying, including online bullying.
- Religious and cultural difference.
- Understanding and challenging stereotypes.

Upper Key Stage 2

- Recognising and celebrating religious and cultural difference.
- Online bullying.
- Self-esteem.
- Recognising and reflecting on prejudice-based bullying.
- Bystander behaviour.
- Gender stereotyping.

Progression:

Pupils progress from recognising similarities and differences and showing kindness towards increasingly sophisticated understanding of diversity, prejudice, stereotypes, bullying and the role individuals can play when they witness inappropriate behaviour.

Online Relationships

Key Stage 1

- Online safety.
- How feelings can help identify safe situations.

Lower Key Stage 2

- Online rules and restrictions.
- Online behaviours.
- Online relationships.
- Online bullying.
- Staying safe online.
- Digital literacy.
- Media influence.

Upper Key Stage 2

- Critical digital awareness.
- Online bullying.
- Online safety.
- Media manipulation.
- Artificial intelligence.
- Digital footprints.
- Media bias.
- Digital critical thinking.
- AI/deep fakes.

Progression:

Digital learning becomes increasingly sophisticated as pupils move through school, developing from basic online safety towards understanding online behaviour, digital footprints, media influence, manipulation, artificial intelligence and critical evaluation of digital content.

Being Safe**EYFS foundations**

- Keeping my body safe.
- Safe secrets and touches.
- People who help to keep us safe.
- Getting help.

Key Stage 1

- Safe and unsafe touches.
- Safe and unsafe secrets.
- Getting help.
- Privacy.
- Medicine safety.

Lower Key Stage 2

- Managing risk.
- Decision-making.
- Keeping safe.
- Safe and unsafe secrets.
- Assertive skills.
- Online safety and behaviours.

Upper Key Stage 2

- Assertiveness.
- Safe and unsafe touches.
- Decision-making.
- Managing risk.
- Online safety.
- Getting help.
- Keeping safe online.

Progression:

Safety education begins with pupils recognising safe and unsafe situations and knowing who can help them. It develops progressively towards understanding privacy, risk, decision-making and assertiveness and applying safety knowledge within increasingly complex situations.

3. Health Education: Coverage and Progression**Mental Wellbeing****EYFS foundations**

- What makes me special.
- Growth mindset.

- Getting help.

Key Stage 1

- Feelings.
- Self-regulation.
- Getting help.
- Growth mindset.
- Dealing with loss.
- Becoming independent.

Lower Key Stage 2

- Coping with loss.
- Developing empathy.
- Listening to feelings.
- Managing difficult feelings.
- Developing skills and interests.

Upper Key Stage 2

- Recognising emotional needs.
- Managing difficult feelings.
- Managing change.
- Self-esteem.
- Aspirations.
- Looking after wellbeing.
- Body image.

Progression:

Children develop from recognising feelings and knowing how to obtain help towards understanding emotional needs, responding to difficult feelings, managing change and considering wellbeing, self-esteem and body image.

Internet Safety and Harms

Coverage develops alongside Online Relationships and Keeping Safe.

Pupils encounter:

- online safety in Key Stage 1;
- online rules and restrictions;
- online behaviours;
- online bullying;
- managing online risk;
- digital literacy;
- critical digital awareness;
- media manipulation;
- digital footprints;
- media bias;
- artificial intelligence and deep fakes.

Progression:

Pupils move from understanding simple ways of staying safe online to recognising risk and developing increasingly critical understanding of their digital environment.

Physical Health and Fitness

EYFS

- Keeping the body healthy through food, exercise and sleep.

Key Stage 1

- Looking after the body.
- Exercise and sleep.
- Healthy choices.

Key Stage 2

- Keeping healthy and well.
- Making choices and decisions about health.
- Taking increasing ownership of personal health and wellbeing.

Progression:

Pupils move from identifying basic requirements for keeping their bodies healthy towards understanding and taking greater responsibility for choices affecting their own health and wellbeing.

Healthy Eating

The long-term plan explicitly identifies:

- food as part of keeping the body healthy in EYFS;
- **healthy eating** in Year 1;
- looking after the body in Year 2;
- wider healthy choices and personal responsibility through subsequent year groups.

This learning contributes to pupils' developing understanding of healthy lifestyles.

Drugs, Alcohol and Tobacco

Key Stage 1

- Medicine safety is explicitly addressed in Years 1 and 2.

Lower Key Stage 2

- Year 3 introduces drugs and their risks.
- Year 4 considers norms of cigarette and alcohol use and influences on decision-making.

Upper Key Stage 2

- Year 5 develops understanding of norms around legal drugs including tobacco and alcohol.
- Year 6 develops this through drugs, norms, risks and the law.

Progression:

Learning progresses from safe use and understanding of medicines towards age-appropriate consideration of substances, risk, influences, decision-making, social norms and the law.

Health and Prevention

The long-term plan explicitly identifies learning relating to:

- hygiene and health in Years 1 and 2;
- medicine safety;
- healthy eating;
- exercise and sleep;
- keeping healthy and well;
- taking increasing responsibility for health.

Progression:

Pupils develop an increasingly broad understanding of the everyday choices and behaviours that contribute to maintaining health.

Basic First Aid

Basic first aid is included within the school's wider PSHE/RHSE progression. **The** PSHE Skills and Knowledge Progression includes learning in which pupils recognise unsafe situations, identify safe adults who can help and develop basic first-aid skills. Pupils are expected to understand how to respond appropriately when help is required and how and when to seek support for themselves or others.

This is further supported by the school's PSHE Vocabulary Progression, which identifies specific learning in Basic First Aid, including Sepsis Awareness. Vocabulary and concepts include first aid, emergencies, remaining calm, responsive/unresponsive casualties, contacting an ambulance and communicating relevant information in an emergency.

Progression:

Recognising when something is unsafe → knowing who can help → understanding when emergency help is required → developing basic first-aid knowledge and an appropriate response to an emergency.

Changing Adolescent Body

EYFS

- Life cycles and life stages.
- Girls and boys, similarities and differences.

Key Stage 1

- Body parts.
- Growing and changing.
- Privacy.
- Becoming increasingly independent.

Lower Key Stage 2

- Changing bodies and puberty in Year 3.
- Body changes during puberty and managing difficult feelings in Year 4.

Upper Key Stage 2

- Managing change and difficult feelings.
- Year 6 Growing and Changing includes body image, self-esteem and sex education.

Progression:

Teaching moves from recognising growth, life stages and bodies into age-appropriate understanding of puberty, physical and emotional changes, body image and increasing maturity.

4. Sex Education and Links with Science

At St John's Stonefold, it is important that there is a clear distinction between:

Statutory Relationships Education

Teaching about positive and respectful relationships, families, friendships, online relationships and keeping safe.

Statutory Health Education

Teaching including physical and mental wellbeing and the changing adolescent body.

Statutory National Curriculum Science

Relevant content is taught through the school's Science curriculum.

Additional Sex Education

The long-term plan explicitly identifies **Sex Education within the Year 6 Growing and Changing unit**.

The school's RHSE Policy provides further information about curriculum delivery and parental rights in relation to Sex Education.

5. Ensuring Progression in Our Mixed-Age School

As a small school with mixed-age classes, progression in RHSE is secured through the school's planned two-year curriculum model.

The underlying SCARF curriculum demonstrates progression from EYFS through to Year 6. Recurring concepts including relationships, difference, safety, health, emotional wellbeing and growing and changing are revisited with increasing complexity.

This enables pupils to revisit important personal-development and safeguarding knowledge while encountering increasingly sophisticated concepts appropriate to their stage of development.

Teachers should use the long-term plan alongside the school's PSHE/RHSE progression documentation to identify prior learning, appropriate vocabulary and the intended learning for their pupils.

6. Curriculum Connections

RHSE makes important connections with the school's wider provision for:

- PSHE;
- safeguarding and preventative education;
- online safety;

- SEND and inclusion;
- equality and protected characteristics;
- British Values;
- SMSC;
- behaviour and relationships;
- mental health and wellbeing;
- Science;
- the school's Christian vision and EAGLE values.

Evidence relating to these areas is cross-referenced within the wider Personal Development and safeguarding evidence rather than unnecessarily duplicated within the RHSE section.

7. Leadership Evaluation

The RHSE Long Term Plans demonstrate a curriculum in which important concepts are revisited and developed from EYFS to Year 6. It contains explicit progression in relationships, respect and difference, personal safety, online safety, emotional wellbeing, health, medicines and drugs, puberty and growing and changing. Particular progression can be seen in:

Safety:

keeping my body safe → safe/unsafe touch and privacy → risk and decision-making → assertiveness and managing risk.

Relationships:

kindness and friendship → cooperation and respectful relationships → healthy relationships → compromise, emotional needs and positive relationships.

Difference:

similarities and differences → respecting others → diversity and stereotypes → prejudice-based bullying and bystander behaviour.

Online safety:

basic online safety → online behaviours → digital literacy and media influence → digital footprints, media bias, AI and deep fakes.

Health and wellbeing:

food, exercise and sleep → hygiene and looking after the body → healthy choices → increasing responsibility for health and wellbeing.

Growing and changing:

life stages → body parts and privacy → puberty → managing change, body image, self-esteem and Year 6 sex education.

Curriculum assurance:

Although Basic First Aid is not explicitly identified within the RHSE Long-Term Plan overview, scrutiny of the school's wider progression documentation confirms that it is included within the taught PSHE/RHSE curriculum. The Skills and Knowledge Progression includes basic first-aid skills and seeking appropriate help, while the Vocabulary Progression identifies specific Basic First Aid learning, including Sepsis Awareness. This demonstrates how the school's more detailed progression documentation supplements the headline long-term curriculum overview.

