RHSE Progression at a Glance

Purpose

At St John's Stonefold, RHSE is delivered primarily through our wider PSHE curriculum using Coram SCARF. Learning is progressively developed from EYFS to Year 6 through recurring themes including**:** Me and My Relationships, Valuing Difference, Keeping Safe, Rights and Respect, Being My Best and Growing and Changing.

This overview demonstrates how key RHSE concepts develop as pupils mature. It should be read alongside the school's detailed PSHE Skills and Knowledge Progression and RHSE Long-Term Plan, which provide the specific learning intentions and curriculum content for each year group.

Relationships

EYFS: Foundations

Pupils begin by identifying people close to them, considering what makes them special and learning about kindness, similarities and differences and getting help.

KS1: Developing

Pupils develop their understanding of friendship, special people, kindness, cooperation and listening. They begin to recognise bullying and teasing and learn how to seek help.

Lower KS2: Deepening

Pupils explore different types of relationships and the qualities of healthy relationships, including trust, kindness, respect, care, support and listening. They consider healthy relationships, assertiveness and respectful relationships.

Upper KS2: Applying

Pupils develop increasingly sophisticated relationship skills including compromise, cooperation, assertiveness, recognising emotional needs and understanding positive relationships**.**

Progression:

People who care for me → friendship and kindness → healthy/respectful relationships → compromise, assertiveness and positive relationships

Respect, Difference and Equality

EYFS: Foundations

Pupils recognise similarities and differences, celebrate difference and learn to show kindness towards others.

KS1: Developing

Pupils learn to value and celebrate difference, develop respect for others and recognise bullying and unkind behaviour.

Lower KS2: Deepening

Pupils develop understanding of diversity, respect and tolerance, including religious and cultural difference. They begin to identify and challenge stereotypes.

Upper KS2: Applying

Pupils explore prejudice-based bullying, bystander behaviour and gender stereotyping, alongside continuing work on recognising and celebrating difference

The school's vocabulary progression develops the associated language further, including terms such as respect, empathy, prejudice, discrimination, diversity, tolerance, stereotype, bystander and upstander.

Progression:

Difference → acceptance and respect → diversity and stereotypes → prejudice, discrimination and responsible action

Personal Safety, Boundaries and Seeking Help

EYFS: Foundations

Pupils learn about keeping their body safe, safe secrets and touches, trusted adults and getting help. The progression documentation also includes body ownership and identifying private body parts.

KS1: Developing

Pupils develop understanding of safe and unsafe behaviour, touches, secrets, privacy and trusted adults. They learn that their body belongs to them and develop strategies for seeking help when worried or unsafe.

Lower KS2: Deepening

Pupils consider personal boundaries, body space, appropriate and inappropriate touch, privacy and consent. They develop strategies for speaking up, recognising unsafe situations and seeking appropriate help.

Upper KS2: Applying

Learning develops through assertiveness, managing risk, safe/unsafe touch, decision-making and positive relationships, supporting greater independence while reinforcing the importance of seeking help.

Progression:

My body and trusted adults → safe/unsafe behaviour → privacy and personal boundaries → assertiveness, risk management and informed decisions

<u>Online Safety and Digital Relationships</u>

EYFS/KS1: Foundations

Pupils begin learning about safety and progress into age-appropriate online safety and responsible behaviour.

Lower KS2: Developing and Deepening

Pupils explore online rules, online behaviour, online relationships, bullying, personal information, staying safe online, digital literacy and media influence.

Upper KS2: Applying

Pupils encounter increasingly complex content including critical digital awareness, digital footprints, media manipulation, media bias, artificial intelligence and deep fakes.

The vocabulary progression similarly extends into concepts including online sharing, privacy, misinformation, disinformation, digital footprint and digital resilience.

Progression:

Staying safe online → safe online behaviour → protecting information and digital literacy → critically evaluating the digital world

Mental Health and Emotional Wellbeing

EYFS: Foundations

Pupils begin to recognise and name feelings, understand that feelings affect behaviour and recognise when they need help.

KS1: Developing

Pupils broaden their emotional vocabulary and learn about self-regulation, change, loss, independence and ways of supporting themselves and others.

Lower KS2: Deepening

Pupils explore coping with loss, empathy, listening to feelings and managing difficult emotions.

Upper KS2: Applying

Pupils explore emotional needs, managing difficult feelings and change, self-esteem, aspirations, wellbeing and body image.

Progression:

Recognising feelings → regulating and expressing feelings → understanding emotional needs → managing change and taking increasing responsibility for wellbeing

Physical Health and Healthy Choices

EYFS: Foundations

Pupils learn that keeping the body healthy involves food, exercise and sleep.

KS1: Developing

Pupils learn about healthy eating, hygiene and health, exercise, sleep and looking after their bodies.

Lower KS2: Deepening

Pupils consider how to keep healthy and well and begin making increasingly informed decisions about their health.

Upper KS2: Applying

Pupils develop greater independence and ownership of their health and wellbeing, including managing risk and making appropriate choices.

Progression:

What keeps me healthy → making healthy choices → understanding consequences → taking increasing responsibility for my health

Medicines, Drugs, Alcohol and Risk

KS1: Foundations

Pupils encounter medicine safety.

Lower KS2: Developing

Learning progresses to drugs and their risks, managing risk, decision-making and understanding norms associated with cigarette and alcohol use.

Upper KS2: Deepening and Applying

Pupils develop understanding of legal drugs including tobacco and alcohol, decision-making and ultimately drug norms, risks and the law.

Vocabulary becomes correspondingly more complex, including legal/illegal drugs, age restrictions, risks, norms and short- and long-term effects.

Progression:

Medicine safety → recognising risk → influences and decision-making → understanding wider risks, norms and the law

Growing, Changing and Puberty

EYFS: Foundations

Pupils learn about life cycles, stages of growth, bodies and similarities and differences.

KS1: Developing

Pupils develop understanding of body parts, growing and changing, increasing independence and privacy**.**

Lower KS2: Deepening

Pupils learn about changing bodies and puberty, including physical and emotional changes. The skills and knowledge progression includes learning about menstruation and puberty using appropriate scientific vocabulary.

Upper KS2: Applying

Pupils develop their understanding through managing change, keeping safe, body image and self-esteem. The Year 6 long-term plan also identifies Sex Education within the Growing and Changing unit.

Progression:

Life stages and bodies → growth, body parts and privacy → puberty and emotional/physical change → managing change, body image, self-esteem and preparation for adolescence

First Aid and Emergency Help

The detailed PSHE skills and knowledge progression includes learning to recognise unsafe situations, identify safe adults and use some basic first-aid skills.

The school's vocabulary progression also contains a specific Basic First Aid, including Sepsis Awareness element, with vocabulary relating to emergencies, responsiveness, ambulances and first aid.

Progression focus:

Recognising when help is needed → identifying safe adults → developing basic first-aid understanding and appropriate responses to emergencies

The Progressive Journey Through RHSE

Across the curriculum, pupils therefore move broadly from:

EYFS

Recognise • Name • Identify • Ask for help

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Key Stage 1

Understand • Describe • Distinguish • Make safe choices

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Lower Key Stage 2

Explain • Recognise risk • Consider consequences • Apply strategies

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Upper Key Stage 2

Evaluate • Make informed decisions • Manage risk • Think critically • Take increasing responsibility

The school's detailed skills and knowledge progression supports this through learning intentions and assessment questions which become increasingly sophisticated, moving from recognising feelings, trusted adults and safe behaviour towards evaluating relationships, boundaries, consent, risk, online/offline safety and changes associated with puberty.