

# Reffley RSHE Curriculum

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## Overview

At Reffley Academy, we have experienced children as having a limited understanding of:

- Online gaming and keeping safe online.
- Cultural diversity.
- Ways they can contribute to the wider community.
- Using specific and scientific vocabulary accurately and precisely.
- Careers and the job possibilities available to them.

Therefore, the RSHE curriculum, at Reffley Academy, has been planned as follows:

1. We have followed the statutory guidance to ensure full coverage of the curriculum objectives.
2. High quality texts have been used to support the teaching of certain topics including those around cultural diversity and respect.
3. All year groups are encouraged to think about ways they can support the wider community and links have been made with the community centre to help support this.
4. Key scientific vocabulary is explicitly taught and this is reinforced using knowledge organisers.
5. Keeping safe online is taught within the RSHE curriculum but is also taught within all computing sequences of learning.
6. Careers days are held yearly for all KS2 children and job opportunities are focused on within every year group.

## Intent, Implementation and Impact

Intent	Implementation	Impact
<p><b>The intention of the RSHE curriculum is to ensure all children:</b></p> <ul style="list-style-type: none"> <li>• are able to discuss and have a clear understanding of safeguarding at a level appropriate for their age.</li> <li>• are aware of ways to keep themselves healthy including physical and mental health in order to keep themselves and others healthy in the future.</li> <li>• are able to discuss and celebrate differences and the importance of showing respect for others.</li> <li>• are aware of what a positive relationship is and how to maintain one.</li> <li>• have a basic understanding of first aid and how to treat common injuries.</li> <li>• are aware of the fundamental British values</li> </ul>	<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• Objectives have been broken down into four main areas: <b>relationships</b>, <b>being safe and my body</b>, <b>keeping healthy</b> and <b>living in the wider world</b>.</li> <li>• Within each area, objectives have been further broken down into key teaching points to ensure progression and precise content.</li> <li>• Sequences of learning are taught as a block of lessons with the exception of reception where it is taught through continuous provision.</li> <li>• Whole school days will take place to celebrate events such as anti-bullying week, <b>money sense</b> and <b>online safety</b> day.</li> <li>• RSHE is constantly reinforced through assemblies, circle times and is adapted to cover any current local or national issues.</li> <li>• Sequences of learning are planned carefully considering what learning has taken place before and what will follow.</li> <li>• Assessment is used at the end of each sequence of learning. This is a list of names determining which children are working at age related expectations and those that are working towards and at greater depth.</li> <li>• Knowledge organisers are used in two ways:             <ol style="list-style-type: none"> <li>1. Shared with parents to inform of new learning and to encourage engagement.</li> </ol> </li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Children’s prior knowledge including vocabulary is discussed before a new sequence of learning is taught.</li> <li>• Clear expectations of knowledge to be gained within a sequence of learning are included within knowledge organisers.</li> <li>• Key vocabulary for each area is explicitly taught.</li> <li>• Children are encouraged to use the correct vocabulary within lessons and this is modelled by the teacher.</li> <li>• The four main areas are repeated within each year group with clear progression.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Visitors enhance knowledge about a topic such as career visits and specialist visitors used to teach the delivery of first aid.</li> <li>• Links have been made with the community centre to allow older children the opportunity to help support community based projects.</li> <li>• Whole school focus days allow for the opportunity to extend knowledge.</li> <li>• Books are used to support the delivery of RSHE and help children to understand messages in an age appropriate way.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Children make connections with previous learning from reception to year 6 and build upon these skills.</li> <li>• Children will be encouraged to refer to their knowledge organisers to help them remember information.</li> </ul>

<p>and ways these can be upheld.</p>	<p>2. Used to learn vocabulary and as a vital reference tool in lessons.</p>	
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## Overview of what is taught

Year						
EYFS	Relationships	Being safe and my Body	Keeping Healthy	Living in the wider world	Money sense	Online safety
	<p>Pupils can name factors that contribute to who they are (e.g. family members, gender, culture, hobbies, likes/dislikes)</p> <p>Pupils can talk about how school works and their part in that.</p> <p>Pupils understand that there are similarities and differences between everyone and can celebrate this.</p> <p>Protected Characteristics: Introduce the word disability. Introduce pronouns</p> <ul style="list-style-type: none"> <li>- Use pink lion as a teaching aid -</li> </ul> <p>Pupils know how to make friends and what a healthy/good friendship is.</p>	<p>Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p> <p>Pupils can correctly name and position the body parts.</p>	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p> <p>Pupils know the importance of physical exercise for being healthy.</p> <p>Pupils know that different food and drink contains varying amounts of sugar and fat, explaining why it is important to make healthier choices.</p> <p>Pupils can identify healthier options and treats.</p> <p>Pupils know the importance of basic personal hygiene and understand how to</p>	<p>Pupils can explain what first aid is and why it is important.</p> <p>Pupils can explain how and why we look after the Reception environment.</p> <p>Pupils understand the roles of the jobs of those people who help us.</p> <p>Free flow continuous provision, following the children's interests, different festivals and celebrations, Nativity play, visits</p>	<p>Pupils understand how we can earn money and what it is used for.</p>	<p>Pupils understand what being online may look like, the different feelings they can experience online and how to identify adults who can help.</p>

	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. Pupils know what kind and unkind behaviour is and how this can affect others. Use we are the rainbow book to discuss meanings behind the pride flag		maintain basic personal hygiene.			
Y1	<b>Relationships</b>	<b>Being safe and my Body</b>	<b>Keeping Healthy</b>	<b>Living in the wider world</b>	<b>Money sense</b>	<b>Online safety</b>
	<p>Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p> <p>Pupils understand the importance of listening to other people and playing and working cooperatively, including simple strategies to resolve disagreements through negotiation.</p> <p>Protected Characteristics: Talk about age and the</p>	<p>Pupils can identify the people who look after them and how to attract their attention if needed.</p> <p>Pupils can correctly name the main parts of the body, including external genitalia using scientific terms</p> <p>Protected Characteristics: Recap pronouns and introduce birth gender.</p> <ul style="list-style-type: none"> <li>- Use the bare naked book</li> <li>- Use My own</li> </ul>	<p>Pupils are able to communicate about feelings, recognising how others show feelings, and know how to respond to support respectful relationships.</p> <p>Pupils can identify different ways to protect teeth, maintaining good oral hygiene.</p> <p>To learn about things that go into bodies and onto skin and</p>	<p>Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.</p> <p>Pupils to understand the importance of looking after the environment</p> <p>Pupils can identify what their dreams are, what they want to be when they are older and what they want to get better at.</p>	<p>Pupils to understand what coins and notes we have in England and how they can keep their money safe.</p> <p>Pupils to understand where money comes from and how it is earned.</p>	<p>Taught as one day Pupils understand that photos can be shared online, the importance of seeking permission before sharing a photo and how to identify and approach adults who can help.</p>

	<p>importance of listening.- Use I am angry as a teaching aid</p> <p>Pupils can identify and respect differences and similarities between people and can celebrate this.- use You are enough and Come over to my house to discuss similarities and differences in terms of disability</p> <p>-</p>	<p>way as a teaching aid –</p>	<p>how this can make people feel.</p> <p>Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active.</p>			
Y2	<p><b>Relationships</b></p> <p>Pupils can identify the ways in which people and families are unique, understanding there has never been and will never be another them.</p> <p>Protected Characteristics: Introduce how families can have two mums, two dads. Each family is unique. To recap pronouns and look into non binary families. Different race (skin colours) – use heather</p>	<p><b>Being safe and my Body</b></p> <p>Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond.</p> <p>Pupils can recognise how they grow and will change as they become older.</p>	<p><b>Keeping Healthy</b></p> <p>Pupils can recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</p> <p>Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.</p> <p>Pupils understand that</p>	<p><b>Living in the wider world</b></p> <p>Pupils can identify an emergency situation where someone needs help quickly.</p> <p>Pupils can understand the importance of recycling and looking after the environment.</p> <p>Pupils can identify what they want to be when they are older. Pupils can identify what an aspiration is.</p>	<p><b>Money sense</b></p> <p>Pupils can recognise the importance to save money. Pupils will know the difference between needs and wants.</p> <p>Pupils will have an understanding of how to keep track of money</p>	<p><b>Online Safety</b></p> <p>Taught as one day</p> <p>Pupils understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help.</p>

<p>has two mummies and a house for everyone as a teaching aid-</p> <p>Pupils know the difference between secrets and surprises and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.</p> <p>Pupils can recognise and celebrate their strengths and achievements, setting simple but challenging goals.</p> <p>Protected Characteristics: Introduce a famous person and talk about disabilities.</p> <p>Introduce stereotypes within personal achievements. Talk about pronouns –Use the pronoun book to discuss different pronouns and their meanings</p>		<p>some bacteria are spread and that they have the right to be protected from illness and a responsibility to protect others.</p> <p>To learn about medicines, and the people who help them to stay healthy</p> <p>To learn about rules for keeping safe around medicines and other household products</p>			
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Y3	<b>Relationships</b> Pupils can recognise a wide range of relationships recap including single sex relationships, The girl with two dads as a teaching aid including the attributes of positive, healthy relationships.  Pupils can distinguish different kinds of conflict; introduce disability, gender and race and religion know when and where to get help.- Use me and my dysphoria monster and fred gets dressed as a teaching aid  Pupils can understand that there are different ways of being a boy, or girl and can choose to be gender neutral Introduce gender neutral read my	<b>Being safe and my Body</b> Pupils know how their body may change and develop and how to celebrate their uniqueness. Discuss disability.  Pupils understand the right to protect themselves from unwanted touch, feeling unsafe or feeling bad.	<b>Keeping Healthy</b> Pupils are able to identify an enjoyable form of physical activity, understanding why it is important to be physically active.  Pupils can identify their strengths and set aspirational goals for themselves, understanding how these contributions to self-esteem and happiness.  Pupils understand the danger of overexposure to the sun  To learn about the safe use of medicines and household products.	<b>Living in the wider world</b> Pupils to identify ways to improve the local community.  Pupils can explain what first aid is and why it is important.  Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve.	<b>Money sense</b> Pupils can identify the different ways to pay for items. Pupils understand how a bank account works.	<b>Online safety</b> Taught as one day  Pupils can identify the difference between secrets and surprises, knowing when it is right to break a confidence and share a secret, including within an online context.



	princess boy as a teaching aid					
Y4	<b>Relationships</b> Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves This will include single sex marriage use uncle bobby's wedding and Mama and Mummy and me in the middle as a teaching aid  Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.  Pupils recognise differences and similarities between people arise from a	<b>Being safe and my Body</b> Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond.  Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	<b>Keeping Healthy</b> Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond  Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.  Pupils understand and learn about some of the risks and effects of legal and illegal drug use  Pupils know how to care for their body.	<b>Living in the wider world</b> Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.  Pupils can come up with ways to raise money for something in the community.  Pupils can discuss what careers suit them and why. Pupils can identify aspirations they would like to achieve.	<b>Money sense</b> Pupils understand the benefits of raising money.  Pupils understand the link between employment and money.	<b>Online safety</b> Taught as one day  Pupils have the knowledge, skills and confidence to understand and navigate online risks linked to social media.

	number of factors, including family and personal identity. This must include disability, race, religion, sex, age, sexual orientation. Talk about choice (how we dress) Find key people who are transgender, non binary, and dress differently. Use I am jazz and my shadow is pink as a teaching aid					
Y5	<b>Relationships</b> Pupils know that there are different contexts in which families can be stable and caring. Talk about different marriage.  Pupils can identify healthy friendships, recognising the skills to manage and maintain healthy friendships  Pupils know the correct terms associated with disability, race, gender and sexuality. Pupils know that unkind words is homophobic,	<b>Being safe and my Body</b> Pupils have considered how to manage accidental exposure to explicit images and upsetting online content, including who to talk to about what they have seen.  Pupils can anticipate how their body may change as they approach and move through puberty.	<b>Keeping Healthy</b> Pupils can anticipate how their emotions may change as they approach and move through puberty.  Pupils understand how taking part in regular physical activity has lots of benefits to physical and mental health, wellbeing and their learning.  To learn how the correct use of medicines, and how vaccinations and	<b>Living in the wider world</b> Pupils can identify an emergency situation where someone needs help quickly.  Pupils can participate in wider community events.  Pupils can discuss what careers suit them and why.  Pupils can identify aspirations they would like to achieve.	<b>Money sense</b> Pupils can discuss the importance of keeping a budget and can identify how to keep money safe	<b>Online safety</b> Taught as one day  Pupils have strategies for keeping safe online, knowing that personal information, including images of themselves and others, can be shared without their permission.

	biphobic and /or transphobic discriminatory, racist bullying. They understand that this is unacceptable. What is transgender? Use LGBTQ+ Matters and She, he, they, them understanding Gender Identity as a teaching aid-		immunisation, can help to maintain health and wellbeing.  Pupils to learn about the importance of good sleep			
Y6	<b>Relationships</b> Pupils safely explore examples of unhappy and unsafe family relationships, including identification of healthy responses to safely seeking help.  Pupils know some cultural practices are against British law, including FGM.  Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. Introduce	<b>Being safe and my Body</b> Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support.  Pupils can explain what sexual intercourse is and how this leads to reproduction using the correct terms to describe the male and female sexual organs.	<b>Keeping Healthy</b> Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.  Pupils can understand the important of daily exercise. Pupils can recognise the impact of diet in lifestyle.  To learn about the reasons why people use drugs; managing situations and peer influence.	<b>Living in the wider world</b> Pupils know when it is safe to give first aid, call for help and what to do in an emergency.  Pupils can participate in wider community events.  Pupils can discuss what careers suit them and why.  Pupils can identify aspirations they would like to achieve.	<b>Money sense</b> Pupils can understand the difference of money from around the world. Pupils can recognise what money does to choice and how it affects their feelings.	<b>Online safety</b> Taught as one day  Pupils can consider a range of information that is acceptable and unacceptable to share online, knowing how to get help if needed.

<p>protected characteristics the following 7</p> <ul style="list-style-type: none"> <li>-disability</li> <li>Marriage</li> <li>Race</li> <li>Religion</li> <li>Sex</li> <li>Sexual orientation</li> <li>Age</li> </ul> <p>Use LGBTQ+ Matters and She, he, they, them understanding Gender Identity And Queer Heroes And What is Gender? How does it define us? as a teaching aid-</p> <p>Pupils to know what LGBTQ+ means</p>		<p>To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions.</p> <p>Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.</p>			
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## Progression of Knowledge and skills

RSHE – Knowledge Progression Document – Relationships			
	EYFS	Y1	Y2
<b>Relationships</b>  <b>Families and people who care for us</b>	<ul style="list-style-type: none"> <li>To know who is in my family and what makes a family</li> </ul>	<ul style="list-style-type: none"> <li>Who are my special people, what makes them special to me and things I can do to help the people who look after me.</li> <li>Understand how important friendships are in making me feel happy and secure.</li> <li>To listen to others and manage conflict, even when I have strong feelings and a different view to my friends.</li> </ul>	<ul style="list-style-type: none"> <li>I am special and unique, there has never been and never will be another me.</li> <li>My family tree and what makes my family different and special.</li> <li>The best thing about belonging to my family and how I fit in</li> </ul>
	<p>Key questions: Who lives in our home? What are their names? What relationship do they have to us (mum, dad, brother, uncle, nanny etc..)? What happens at school? What do I do at school?</p>	<p>Key Questions: Who are our special people? What makes them special to us? How do people look after each other? How can we help the people who look after us?</p>	<p>Key Questions: What is the best thing about being a part of your family? In what ways are our families different and special?</p>
	<p>Key Vocabulary: Relationship, mum, dad, sister etc..., special, caring, love, School, Reception, Team, Rules, Resilience, sharing, compromise</p>	<p>Key vocabulary: Special, love, care</p>	<p>Key vocabulary:  Different; Special; Unique; Love; Care</p>
<b>Relationships</b>  <b>Caring friendships</b>	<ul style="list-style-type: none"> <li>To know what a friend is and how to make new friends.</li> </ul>	<ul style="list-style-type: none"> <li>The difference between right and wrong, what is fair or unfair and what is kind or unkind. For example, a kind act would be looking after a friend who is hurt; an unkind act would be not letting someone join in your play.</li> <li>Why rules are important to help us play and work successfully together to achieve something.</li> </ul>	<ul style="list-style-type: none"> <li>How a surprise makes me feel and what emotions come with a surprise.</li> <li>How secrets can feel uncomfortable and it is important not to keep a secret that makes me feel worried or afraid.</li> <li>Worries are sometimes easier to write down than say.</li> </ul>
	<p>Key questions:  What do we play with? What do we think boys/girls play with? How are we the same? How are we different? How do we talk/play with other children? What do we say? What are good choices for friendship?</p>	<p>Key Questions: What things are helpful when you are trying to listen to your friends? What things are helpful when you are trying to tell a friend something? How easy is it to communicate constructively when we have strong feelings and different views to our friends?</p>	<p>Key Questions: Are surprises usually nice or fun? How does it feel if someone plans a surprise for you? Are secrets nice or fun? How does it feel if someone asks you to keep a secret?</p>
	<p>Key Vocabulary:  Girl, boy, female, male, gender you were born with, colours, features, everyone, rules, good choices, poor choices, talk, play, friend, friendship</p>	<p>Key vocabulary:  Communication, Friendship</p>	<p>Key vocabulary:  Secret; Surprised; Excited; Worried</p>
<b>Relationships</b>  <b>Respectful relationships</b>	To understand how to be kind to others	<ul style="list-style-type: none"> <li>Recognise, understand and respect that all families are different but share the same values of love and care.</li> </ul>	<ul style="list-style-type: none"> <li>How to give and receive a compliment graciously, accepting a compliment to boost my self-esteem and feel good about myself.</li> </ul>

		<ul style="list-style-type: none"> <li>Identify and respect the differences and similarities between people. For example, we live in the same community but families may have different beliefs or cultures.</li> <li>I am unique; there is only one you.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of setting personal goals and giving myself something to work hard towards, both in the short term and further into the future.</li> </ul>
	<p>Key questions: What do I like? What do I dislike? What is a good choice? How do I make difficult choices?</p>	<p>Key questions: What does it feel like to share a similarity with someone? What does it feel like to be part of a bigger group that has a similarity? How does it feel to be uniquely different?</p>	<p>Key Questions: Are surprises usually nice or fun? How does it feel if someone plans a surprise for you? Are secrets nice or fun? How does it feel if someone asks you to keep a secret?</p>
	<p>Key Vocabulary: Good choices, difficult choices, friend, friendship, Rules, kind, unkind, caring</p>	<p>Key Vocabulary: Difference, similarities, unique, respect</p>	<p>Key Vocabulary: Self-esteem; Self-respect</p>

### RSHE – Knowledge Progression Document – Relationships

	Y3	Y4	Y5	Y6
<p><b>Relationships</b></p> <p><b>Families and people who care for us</b></p>	<ul style="list-style-type: none"> <li>Equally celebrate the different types of families within which people live including foster families, same sex parents and grandparents.</li> <li>It is important to feel comfortable about talking about all the relationships that matter to me and that the people in a relationship should love, respect and take care of each other in a healthy, respectful way</li> </ul>	<ul style="list-style-type: none"> <li>What marriage is and why this is something special between two people; what it means to share a lifelong commitment.</li> <li>The reasons why some people choose not to get married and know marriage should always be a choice.</li> <li>An arranged marriage is where parents or wider family play a role in matching two people but they still have the right to refuse if they feel the match is unsuitable. If their wishes not to marry are ignored this becomes a forced marriage.</li> </ul>	<ul style="list-style-type: none"> <li>Ways in which my family show care for each other and how care supports stable, happy families. Acknowledge how it feels when someone shows me they care for me and how it feels when I show someone I care for them.</li> <li>Appreciate the responsibilities that young carers have; it is hard work and they have less free time than other children. It is important young carers are looked after too.</li> </ul>	<ul style="list-style-type: none"> <li>It is important to seek help and support so that problems do not make me feel unhappy, unsafe, unhealthy or a barrier to me enjoying my life.</li> <li>Trusted sources of support I can access for a range of problems or who to ask in school to help me find the best place to get information, advice or guidance.</li> <li>The reasons why some people may feel unsafe in their family, the risks associated with running away and safer alternatives.</li> </ul>
	<p>Key Questions: What relationship behaviour is most important to you? Does this help you to enjoy a respectful relationship? How important is it that everyone involved in a relationship is respectful towards each other?</p>	<p>Key Questions: Is being in love more important than being married? How would you feel if someone else picked a person for you to spend the rest of your life with? What does it mean to share a lifelong commitment?</p>	<p>Key Questions: What ways do your family express care for each other? How does it feel when someone shows you that they care for you? How does it feel when you show someone that you care for them? How can expressions of care support stable, happy families?</p>	<p>Key Questions: What things can happen within a family that someone might find upsetting or difficult to cope with? Why might someone feel they need to leave their family? What is the safest way for someone to get help if they feel unhappy or unsafe within their family relationships?</p>

	Key Vocabulary: Family; Relationship; Respect	Key Vocabulary: Marriage; Forced Marriage; Arranged Marriage	Key Vocabulary: Caring; Young carers	Key Vocabulary: Running away; Risk; Safety; Secrets; Grooming
<b>Relationships Caring friendships</b>	<ul style="list-style-type: none"> <li>•Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</li> <li>•Recognise the kinds of things that cause arguments between friends and develop strategies to resolve disagreements and conflict through negotiation and compromise.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise when I am being put under pressure to do things I don't want to do, sometimes by people meant to be my friends. Understand peer pressure is unacceptable, especially if it is dangerous such as jumping off the top of something high or running in front of cars.</li> <li>•How to manage peer pressure and who and how I can ask for help to keep me or others safe.</li> </ul>	<ul style="list-style-type: none"> <li>•There are different types of relationships and people behave differently within relationships, including acceptable and unacceptable behaviours. For example, it is unacceptable to lie to you or make you feel bad about yourself.</li> <li>•Skills needed to form and maintain positive and healthy relationships. Healthy relationships help me feel confident and mostly happy.</li> <li>•Some friendships can feel unhealthy or unsafe and it is important to recognise this is unacceptable. If I am finding a relationship difficult to manage, it is helpful to be honest and talk to someone I trust.</li> </ul>	<ul style="list-style-type: none"> <li>•Male circumcision is legal in the UK for medical reasons.</li> <li>•Female genital mutilation is illegal in the UK; it is considered abuse and breaches a person's human rights. FGM only happens to girls and means sexual intercourse is unlikely to be pleasurable and enjoyable.</li> <li>•Ways in which I can support a friend who I am worried might be at risk of FGM.</li> </ul>
	Key Questions What kinds of things cause arguments between friends? Are disagreements always bad? Is it ever useful to be angry?	Key Questions Are there times that people put us under pressure to do things we would prefer not to do? Are there times we put pressure on people to do things they would prefer not to do?	Key Questions What different types of relationships can people be in? Can some 'friendships' feel unhealthy or unsafe? What can people do to manage an unhealthy or unsafe friendship?	Key Questions What would it be like if someone took away the things that gave you pleasure?
	Key Vocabulary Arguments; Disagreements; Conflict; Resolution	Key Vocabulary Peer Pressure	Key Vocabulary Friendship; Relationship; Unhealthy; Unsafe	Key Vocabulary Pleasure; Female Genital Mutilation; Vulva; Clitoris; Circumcision
<b>Relationships Respectful Relationships</b>	<ul style="list-style-type: none"> <li>•Your gender describes how much you feel like a boy or a girl. Some people believe there are certain ways people should behave, think and feel because they are born as a boy or a girl. For example, the clothes you wear, the toys you play with, or</li> </ul>	<ul style="list-style-type: none"> <li>•The ways in which we all have some things that are similar and how we are all different; understand being different should feel positive and we should celebrate our similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>•Gender identity is how much you feel like a boy or girl and people can love someone of the same or opposite sex. It is never acceptable to be unkind to another person because of their identity or who they fall in love with.</li> <li>•The correct terms to</li> </ul>	<ul style="list-style-type: none"> <li>•The correct terms to describe gender and sexuality including appropriate ways to communicate about both. Some terms can be seen as an insult so are unacceptable to use.</li> <li>•People are naturally attracted to a range of different types of</li> </ul>

	<p>the job you do later as an adult. This view is known as a gender stereotype and should be challenged.</p> <ul style="list-style-type: none"> <li>•I should not change the things I want to do to avoid other people being unkind to me, if this is going to make me unhappy.</li> </ul>	<ul style="list-style-type: none"> <li>•Families can be similar or different, for example some people have one mum, two mums, a mum and a dad, a step dad, foster parents or live with grandparents.</li> <li>•The things that make me who I am. I should celebrate and be proud of myself, and be the best version of myself I can be!</li> </ul>	<p>describe gender identity and sexual orientation and know not to use derogatory terms. Everyone has different identities and this is OK.</p>	<p>people and this varies from person to person. Some people are attracted to someone of a different gender to them, some to people of the same gender and some are attracted to both genders.</p> <ul style="list-style-type: none"> <li>•Treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can be classed as homophobic, biphobic or transphobic bullying.</li> <li>•Everyone has the right to be respected as individuals; I should feel comfortable and safe to be myself.</li> </ul>
	<p><b>Key Questions</b> Does being born with the body of a boy or a girl make any difference to your feelings, likes and dislikes? Should someone change the things they want to do to avoid other people being unkind to them, if this makes them unhappy?</p>	<p><b>Key Questions</b> How does it feel knowing we are connected through some shared similarities? Why is it important to respect people's differences?</p>	<p><b>Key Questions</b> Have you ever heard someone use words like 'gay' to be unkind about someone or something? Have you know what to do?</p>	<p><b>Key Questions</b> Can you think of any examples of heteronormativity (where we assume people are attracted to people of the opposite gender to themselves?) What impact does heteronormativity have?</p>
	<p><b>Key Vocabulary</b> Gender; Stereotype</p>	<p><b>Key Vocabulary</b> Similar; Different; Identity; Respect</p>	<p><b>Key Vocabulary</b> Gender; Sex; Intersex; Transgender; Gay; Lesbian</p>	<p><b>Key Vocabulary</b> Heteronormativity; Homophobic; Biphobic; Transphobic.</p>

**RSHE – Knowledge Progression Document – Being safe and my body**

	<b>EYFS</b>	<b>Y1</b>	<b>Y2</b>
<b>Being safe</b>	<p>Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy.</p>	<ul style="list-style-type: none"> <li>•Know the people that can help look after me and a range of different people I can ask for help, including how to ask for help if I need to.</li> <li>•Understand everyone experiences problems sometimes, some feel big and some feel small, but whatever the problem it is okay to ask for help to deal with it especially if it is making me feel upset, scared or in pain.</li> </ul>	<ul style="list-style-type: none"> <li>•There are different kinds of touch. Some touching feels nice depending on who is doing it, where on my body I am being touched or what mood I am in.</li> <li>•Some touching never feels nice and if unwanted can make me feel uncomfortable. Some touching is unsafe and can make me feel worried, scared or can hurt me.</li> <li>•I have the right to say no to any type of touching, whoever is doing it, and know how to respond to this. I can tell an adult I trust in school who will listen and help me make the unwanted touching stop.</li> <li>•There is an area around me it may feel uncomfortable for other people to be in; this is called my personal space.</li> </ul>



			Everyone has different levels of comfort and need around personal space and this is OK.
	Key questions: What does private mean? What do we do in private? Who needs to be private sometimes?	Key Questions: What is a problem? How does it make you feel? Who can you ask for help? How does asking for help make you feel? Why do we usually feel better once we have got some help?	What different types of touch can you think of? Are all types of touch OK? How do you know if someone is OK with how you touch them? How can you tell someone if you are not OK with how they touch you?
	Key Vocabulary: Private, public, safe	Key vocabulary: Problem Help Safe	Key vocabulary:  Touch; comfortable; uncomfortable; privacy; personal space
<b>My body/ changing adolescence body</b>	Pupils can correctly name and position the body parts.	<ul style="list-style-type: none"> <li>•Correct names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> <li>•Understand everyone has parts of their body that are private, not shown to everyone and are often covered with underwear.</li> </ul>	<ul style="list-style-type: none"> <li>•A baby can be made in different ways, most often it is when a man and woman have a special adult cuddle, where something amazing happens that makes one of the eggs inside the mummy's body grow. The egg grows for nine months and then the baby is born.</li> <li>•I know how I have grown and changed since I was born. We all grow and develop differently because we are all different.</li> <li>•I know how I might change as I get older. I will change physically, mentally and emotionally so I can prepare for the next stage in my life.</li> </ul>
	Key questions:  What are the parts of the body called? What do these parts do?	Key Questions: Do you know if there are any differences between the body of a boy and the body of a girl?	Key Questions What things can a new-born baby do? What things can you do now that you could not do when you were born? What things are you looking forward to being able to do when you are older?
	Key Vocabulary:  Body, body parts	Key vocabulary: Penis, Vulva	Key vocabulary: New-born; Developing; Growing

### RSHE – Knowledge Progression Document – Being safe and my body

	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>•As I grow older and mature my body will continually change throughout my life.</li> <li>•Our bodies are all uniquely different; this is natural and we should celebrate everybody's physical uniqueness. It is never OK to be unkind to someone because their body is different in some way.</li> </ul>	<ul style="list-style-type: none"> <li>•I know some things can be done in public and some things should only be done in private. The place where a behaviour occurs can affect whether it is appropriate or not appropriate.</li> <li>•Everybody can have different ideas about appropriate behaviour which is OK but there are some things that are never acceptable for me to do to another person or for someone to do to me.</li> <li>•I know about different</li> </ul>	<ul style="list-style-type: none"> <li>•I know the internet can contain images and information I could find upsetting. Sometimes people find things by accident when they are browsing the internet and sometimes people browse something on purpose because they are curious or excited about it.</li> <li>•I understand people can be upset by different things. What I find funny or exciting to look at, someone else may find</li> </ul>	<ul style="list-style-type: none"> <li>•I am aware of the range of problems that may affect people of my age. For example, puberty experiences, friendship and family relationships, questioning gender or sexuality, body image and self-esteem.</li> <li>•I can identify different sources of help, advice and support for a range of problems. Most people experience problems at various points in their life ; it is often better to share a problem with someone I</li> </ul>

		types of touch within relationships and how to respond if someone behaves inappropriately towards me. •I know about types of behaviours within relationships and how to respond.	upsetting. •There are strategies I can use if I see something that upsets me or I am being teased about my response, such as pretending I need the toilet and going to the bathroom to remove myself from the situation. I know it is best to talk to a trusted adult about something that I found online that makes me feel upset.	trust so they can help to guide and support me to access the help I need to manage my problem. •I feel confident to ask for help and to help other people to ask for help if needed. There are people in school who will help me find the best place to get support without me having to disclose details of my problem if I prefer.
	Key Questions:  How does my body change if I am a girl?  How does my body change if I am a boy?  What makes us similar?	Key Questions: If a bedroom is considered a 'private' place, does it become more public if the door is open? How about if you have a webcam on? What can you do now that you could not do a small baby?	Key Questions: Who could you ask to help you if you see something online that upsets you?	Key Questions: What problems do you think children/ young people experience? How easy is it to ask for help for these types of problems? What are the challenges? What are the enablers?
	Key Vocabulary:  Similar; Unique.	Key Vocabulary: Public; Private; Uncomfortable	Key Vocabulary: Online; Upset	Key Vocabulary: Problems; Support; Help; Trust
<b>My body/ changing adolescence body</b>	<ul style="list-style-type: none"> <li>•It is important to use the correct terminology when talking about my body so everybody is clear what is being discussed.</li> <li>•My body belongs to me and I have a right to keep my body private and decide who can touch my body. I have a responsibility not to touch other people in a way that might make them feel uncomfortable.</li> <li>•Some touching feels comfortable and nice and makes me feel happy and safe. Some touching can feel uncomfortable but is safe even though it can make me feel embarrassed or awkward. Some touching can feel uncomfortable and unsafe; this can make me feel hurt or scared.</li> <li>•I know about the reasons why some people may need to touch my body.</li> </ul>	<ul style="list-style-type: none"> <li>•I know how a baby develops, starting with a single cell egg which splits into two cells then keeps doubling.</li> <li>•I know this collection of cells is called a foetus and how fast a foetus grows inside the mother until the baby is ready to be born at approximately 40 weeks.</li> <li>•I know how my body has changed so far and how I will continue to grow and change as I become a teenager and then an adult.</li> <li>•The time when I change from being a child to being a young adult is called puberty. My body and emotions will be very busy during puberty and it is helpful for me to be ready for puberty so I know what to expect. Everybody is different and it is natural for people to grow, develop and experience puberty at different times.</li> </ul>	<ul style="list-style-type: none"> <li>•Puberty can trigger some physical changes to my body which are natural; these can occur at different times for different people.</li> <li>•I know some of the ways the male body can be affected by puberty, for example the penis and testicles grow and the scrotum becomes darker, the voice breaks and gets deeper and erections or wet dreams may occur.</li> <li>•I know some of the ways the female body can be affected by puberty, for example breasts grow and become fuller, the body may change shape and pubic hair grows. Periods start which is when blood comes from inside the body and out through the vagina; this lasts a few days every month.</li> <li>•I have thought about how these physical changes to my body might make me feel</li> </ul>	<ul style="list-style-type: none"> <li>•I can name the sexual organs of a man and woman and how physical changes to my body during puberty prepare my body for being able to reproduce. For example, in girls the ovaries slowly grow larger and periods start. In boys, the penis gradually grows larger and the testicles grow larger and start to produce sperm.</li> <li>•I know how a man and woman have sexual intercourse; this should only take place when both people are happy for it to happen. Sexual intercourse is a natural physical activity and I do not need to feel embarrassed or uncomfortable discussing this.</li> <li>•I understand how sexual intercourse can lead to reproduction where one female egg is usually fertilised by one human sperm. This process causes a baby to start to form and is called conception. People do not always have sexual intercourse to make a baby but may also enjoy sex for</li> </ul>

	<ul style="list-style-type: none"> <li>I know how to respond if someone touches my body without my permission. I can tell an adult I trust if someone makes me feel uncomfortable in any way so that an adult can make sure it stops happening.</li> </ul>		about myself and which may be hardest to cope with.	pleasure.
	<p>Key Questions</p> <p>Does your comfort around touch depend on:</p> <p>Who is touching you?</p> <p>Where someone is touching you?</p> <p>How someone is touching you?</p>	<p>Key Questions</p> <p>How might your body change as you grow and develop? How might your emotions and feelings change as you grow and develop?</p>	<p>Key Questions</p> <p>How might puberty cause a male body to change?</p> <p>How might puberty cause a female body to change?</p> <p>What do you think might be the hardest change of puberty to cope with?</p> <p>What do you think is good about how puberty changes the body?</p>	<p>Key Questions</p> <p>How does puberty prepare the body for reproduction?</p> <p>Does sexual intercourse always lead to reproduction?</p>
	<p>Key Vocabulary</p> <p>Comfortable; Uncomfortable; Penis; Testicles; Vulva; Vagina</p>	<p>Key Vocabulary</p> <p>Developing; Growing; Foetus; Puberty</p>	<p>Key Vocabulary</p> <p>Puberty; Penis; Testicles; Erection; Wet dream; Vulva; Vagina; Period</p>	<p>Key Vocabulary</p> <p>Sexual intercourse; Conception; Reproduction</p>

RSHE – Knowledge Progression Document – keeping Healthy			
	EYFS	Y1	Y2
Mental wellbeing	<p>Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p>	<ul style="list-style-type: none"> <li>How to describe my feelings and understand that other people may react differently to their feelings.</li> <li>There are many different types of emotions and feelings, some feel comfortable and some uncomfortable. A comfortable feeling may make me feel happy, calm and relaxed but an uncomfortable feeling may make me feel anxious, scared or sick in my stomach.</li> <li>Know that all feelings are okay but some behaviours are not. For example, everybody feels angry sometimes but it is not okay to be unkind or hurt someone when you feel angry.</li> </ul>	<ul style="list-style-type: none"> <li>There are different types of bullying including physical, verbal, emotional, sexual and indirect bullying. For example, physical bullying may be pushing, poking, hitting or kicking someone. Verbal bullying may be name calling, teasing, spreading rumours or threatening someone.</li> <li>Bullying can affect how someone feels about themselves, both at the time and in the future. It can affect your self-esteem, make you feel sad, upset and worried. There is never an excuse to be unkind or bully someone.</li> <li>Bullying is taken very seriously in our school. If I am being bullied, or see someone else being bullied, I should always tell an adult and can use our anti-bullying script to help me.</li> </ul>
	<p>Key questions:</p> <p>What is a feeling?</p> <p>What are comfortable feelings? What are uncomfortable feelings? How do we manage/control our feelings?</p>	<p>Key Questions:</p> <p>What is a feeling?</p> <p>What is a behaviour?</p> <p>Are all feelings comfortable or are some uncomfortable? Are all behaviours OK or are some behaviours not OK? Why do some people behave differently to their feelings?</p>	<p>Key Questions:</p> <p>How might someone feel if someone is unkind to them? How might someone feel if someone is, or lots of people are, unkind to them lots of times?</p> <p>What is bullying?</p> <p>What types of bullying are there?</p>

	Key Vocabulary: Comfort, comfortable, not comfortable, uncomfortable, manage, control, happy, sad, angry, anxious, upset, resilience	Key vocabulary: Behaviours, Emotions, Feelings, Respect	Key vocabulary:  Bullying; Power imbalance; Repetitive; Purpose.
<b>Healthy eating</b>	Pupils know that different food and drink contains varying amounts of sugar and fat, explaining why it is important to make healthier choices. Pupils can identify healthier options and treats.	Taught in science	•Different foods and drinks contain varying amounts of sugar, fat and salt and it is important to eat a varied diet, and choose foods that are healthy for my body. For example, when I am 6 years old I should not have more than 5 teaspoons of sugar per day in all my food and drink but there are 9 teaspoons of sugar in just one can of fizzy cola!
	Key questions: What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?	Key Questions:	Key Questions: What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?
	Key Vocabulary: Healthy, non-healthy, treats, sugar, fat, obesity, tooth decay	Key vocabulary:	Key vocabulary: Sugar; Saturated fat
<b>Health and prevention</b>	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	<ul style="list-style-type: none"> <li>•Teeth are very important and you need to really look after them as they need to last your whole lifetime.</li> <li>•The need for good oral hygiene to prevent tooth decay caused by bacteria or infection.</li> <li>•Why it is important to brush my teeth, how many times and for how long each day to keep my teeth healthy.</li> <li>•Other things I can do to look after my teeth. For example, don't have lots of sweets or sugary drinks and visit the dentist regularly.</li> </ul>	<ul style="list-style-type: none"> <li>•Many diseases are spread through tiny particles that contain the disease. For example, when I cough or sneeze these particles fly out of my body into the air and other people can breathe them in.</li> <li>•Serious diseases can be prevented through immunisations that start when you are a baby. Lots of things can help prevent me catching other diseases or protect others such as washing my hands, using tissues and keeping surfaces like desks clean.</li> </ul>
	Key questions: How do we keep clean? When is it important to wash my hands? How do I wash my hands? How do I clean my teeth? When do I clean my teeth?	Key questions:  Why is it important to brush teeth?  How many times and for how long should we brush our teeth each day?  Are there other things we can do to look after our teeth?	Key Questions:  Have you ever been unwell after being near someone who was also unwell?  How long were you unwell for?  Did you miss out on anything nice because you were unwell?  How did you feel about this?
	Key Vocabulary: Personal hygiene, germs, viruses, clean, brushing	Key Vocabulary:  Oral Hygiene Decay	Key Vocabulary:  Disease; Bacteria; Infectious
<b>Drugs/ alcohol and tobacco</b>	Not taught	To learn about things that go into bodies and onto skin and how this can make people feel.	To learn about medicines, and the people who help them to stay healthy  To learn about rules for keeping safe around medicines and other household products
	Key Questions:	Key Questions:	Key Questions:

	Key Vocabulary:	Key Vocabulary:	Key Vocabulary:
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<b>RSHE – Knowledge Progression Document – Being safe and my body</b>				
	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
Mental wellbeing	<ul style="list-style-type: none"> <li>It is important to be kind to myself, and think about the things I am good at as well as the parts of my personality I am proud of. I should not feel awkward when being given a compliment, it should make me feel good, raise my self-esteem and I should thank the other person.</li> <li>Everybody has different strengths; if we were all good at the same things it would not be possible to function as a society. For example, if everyone was a great artist, who would be the doctors or nurses?</li> <li>Self-esteem is the way we feel about ourselves; some people have high and others low self-esteem and this can affect the way we think and behave. It is natural to experience a range of feelings about myself which can change over time. If I have low self-esteem I can use positive self-talk, focusing on the things I am good at, to make me feel happier.</li> </ul>	<ul style="list-style-type: none"> <li>Emotions are the way we feel inside and they can affect how we feel about ourselves, other people and how we behave. Some people are able to express their emotions in a helpful way, some people express their emotions in an unhelpful way and some people try to hide their emotions. Empathy is the ability to imagine how someone else feels.</li> <li>Some emotions feel more comfortable than others; no emotions are bad, wrong or naughty but some behaviours in response to emotions can be. It is important to identify strategies like deep breathing to help us manage our emotions so we can express them in a helpful way. It is important to share emotions with other people but there are safe and appropriate ways of doing this.</li> </ul>	<ul style="list-style-type: none"> <li>Puberty can start from the age of eight years, being triggered by a range of hormonal changes that help the transition from childhood to adulthood. Puberty is an exciting time as you will develop and experience new emotions. However, hormones can change quickly and frequently, causing emotions to change quickly and frequently. This can result in feeling like you are on an emotional rollercoaster. Other triggers can include fatigue, hunger, stress and anxiety.</li> <li>Regular exercise and eating a healthy, balanced diet is essential in maintaining both physical and mental health and well-being. Healthier lifestyles are associated with improved sleep and mood.</li> </ul>	<ul style="list-style-type: none"> <li>Body image is a term used to describe how you feel about the way you look. We are all physically different from one another and ideas about what is 'perfect' or 'attractive' vary depending on personal likes and dislikes. Attraction is not just based on someone's physical appearance.</li> <li>The media often manipulates images to create a 'perfect' body, but this is not representative of how anyone actually looks and can be used as a marketing technique to trick us into buying something on the belief that it will help us to look and feel more attractive. This can you to worry about how you look so it is important to feel positive about your body and image.</li> </ul>
	<p>Key Questions:</p> <p>How does positive self-talk influence feelings, behaviour and happiness?</p> <p>How could you use positive self-talk if you experience low self-esteem to raise this, increasing happiness?</p>	<p>Key Questions:</p> <p>What are the different ways that you react to different emotions? Are any of the responses physical? Why is it important to 'step in someone else's shoes' and show empathy sometimes?</p>	<p>Key Questions:</p> <p>What emotions do you think someone of your age and stage might experience? Are emotions always the same or can they change, sometimes quite quickly? What things can cause emotions to change?</p>	<p>Key Questions:</p> <p>What do you think young children learn about body shapes and sizes from playing with toys? How does different media suggest people look? Why is it important to feel positive about how you look?</p>
	<p>Key Vocabulary:</p> <p>Aspiration; Compliment; Happiness; Self-esteem; Self-talk</p>	<p>Key Vocabulary:</p> <p>Emotions; Empathy</p>	<p>Key Vocabulary:</p> <p>Emotions; Puberty</p>	<p>Key Vocabulary:</p> <p>Media; Body-image; Discerning consumer</p>
Healthy eating	Taught in science	<ul style="list-style-type: none"> <li>We are all eating too much sugar, saturated fat and salt; our everyday food</li> </ul>	Taught in science	<ul style="list-style-type: none"> <li>Regular exercise and eating a healthy, balanced diet is essential in</li> </ul>

		and drink can contain surprisingly high amounts, meaning most of us are eating more than we realise. Eating too much sugar and fat can lead to a build-up of harmful fat on the inside. This fat around our vital organs can cause serious diseases in the future like heart disease, type 2 diabetes and some cancers. Too much salt can give you high blood pressure and increase the risk of having a stroke or heart disease. It is important to find out and compare what is in our food and drink so we can make healthier choices.		maintaining both physical and mental health and well-being. Healthier lifestyles are associated with improved sleep and mood. <ul style="list-style-type: none"> <li>We are all eating too much sugar, saturated fat and salt; our everyday food and drink can contain surprisingly high amounts, meaning most of us are eating more than we realise which can lead to obesity. Eating too much sugar and saturated fat can lead to a build-up of harmful fat around our vital organs which can cause serious diseases in the future like heart disease, type 2 diabetes and some cancers. People sometimes add salt to food to make it taste better but too much salt can give you high blood pressure and increase the risk of having a stroke or heart disease. It is important to find out and compare what is in our food and drink so we can make healthier choices.</li> </ul>
	Key Questions:	Key Questions: What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?	Key Questions:	Key Questions:  Why is it important to eat and stay hydrated? Why do people sometimes add salt to food? Why do people sometimes eat or drink things that are not considered to be nutritious for the body?
	Key Vocabulary:	Key Vocabulary: Sugar; Saturated fat	Key Vocabulary:	Key Vocabulary: Diet; Nutrition; Calories; Obesity; Hydration; Health; Wellbeing
Health and prevention	<ul style="list-style-type: none"> <li>When I go outside on sunny days, or even cloudy days in the summer, the sun's invisible rays can quickly damage and burn my skin. It is important I follow the 5 S's of sun safety to make sure I never burn: Slip on a t-shirt, Slop on sunscreen, Slap on a hat, Slide on sunglasses and Shade from the sun when possible.</li> <li>Some drugs can be prescribed by a doctor for a particular illness and are legal, for example</li> </ul>	<ul style="list-style-type: none"> <li>Some drugs can be prescribed by a doctor for a particular illness and are legal, for example antibiotics when you have a sore throat. However, when people talk about drugs they usually mean those that are illegal or unsafe. There are lots of reasons why people take drugs; they might do it because their friends are doing it or to look popular; they might take them to forget about feeling sad or like the thought of doing something dangerous; they</li> </ul>	<ul style="list-style-type: none"> <li>Poor quality and not enough sleep can cause wider health problems; lack of sleep can affect your weight, mood and ability to learn. Puberty can affect your sleep patterns so it is important to establish good sleep habits and routines.</li> </ul>	<ul style="list-style-type: none"> <li>If a person with a cold sneezed in the classroom, they could give the cold to other people as microscopic droplets of moisture carrying the cold virus fly out into the room. The microscopic droplets can enter another person's body and infect them. Similarly, infections that are carried in other bodily fluids such as blood can easily spread. This means that people can share infections when they have sexual intercourse as the vagina becomes wet</li> </ul>

	antibiotics when you have a sore throat. However when people talk about drugs they usually mean those that are illegal or unsafe. There are lots of reasons why people take drugs; they might do it because their friends are doing it or to look popular; they might take them to forget about feeling sad or like the thought of doing something dangerous; they might be pressured or forced to take them by others.	might be pressured or forced to take them by others.		(which is a bodily fluid) and sperm is released into the vagina. •It is always the right thing to see a doctor if you have any concerns about your body or health including STI's. A doctor can test and often treat an STI but the longer someone has one the harder it can be to treat.
	Key Questions:  Do you enjoy the sunshine?  What types of activities can you do when it is sunny?  How can you protect your skin from sun damage?	Key Questions: Why is it important to keep the body clean? How can people keep the body clean and healthy?	Key Questions: Do you enjoy sleeping? How do you feel when you have a good night's sleep? How do you feel when you get less sleep?	Key Questions: How can we prevent a cold from being shared? Do you know that in the same way viruses (like a cold) can be shared, infections can also be shared when people have sexual intercourse?
	Key Vocabulary: Sunshine; UV; Protection	Key Vocabulary: Clean; Healthy; Hygienic	Key Vocabulary: Sleep; Sleep terrors; Sleep walking	Key Vocabulary: Infection; Sexually transmitted infection; Condom
Drugs/ alcohol and tobacco	To learn about the safe use of medicines and household products.	Pupils understand and learn about some of the risks and effects of legal and illegal drug use	To learn how the correct use of medicines, and how vaccinations and immunisation, can help to maintain health and wellbeing	To learn about the reasons why people use drugs; managing situations and peer influence. To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions

### RSHE – Knowledge Progression Document – Living in the Wider world

	EYFS	Y1	Y2
<b>Basic First aid</b>	Pupils can explain what first aid is and why it is important.	<ul style="list-style-type: none"> <li>•When you help someone who needs first aid, you must keep yourself safe. This could mean looking out for any dangers, or making sure you're with an adult you know and trust to help you. Remember, you can always call for help if you need to.</li> <li>•It is important to look after the environment. The changes we make now are essential for future generations.</li> </ul>	<ul style="list-style-type: none"> <li>•To recognise dangers, quickly identify what is an emergency situation and the importance of calling for adult help. This could be dialling 999 to ask for help from one of the emergency services.</li> <li>•How I might feel in a situation where first aid is needed, recognise these feelings and feel prepared to help. It is a good thing to stay calm in times when I feel under pressure or worried.</li> </ul>

	<p>Key Questions Have you ever been hurt? How do we prevent being hurt? What might happen? What can happen? Can first aid only be given by adults?</p>	<p>Key Questions Why is it important to look after yourself even if someone else is hurt?</p>	<p>Key Questions What is an 'emergency situation'? Why is it important to get adult help? Why does it help to stay as calm as possible in an emergency?</p>
	<p>Key Vocabulary First Aid, hurt, risk assess</p>	<p>Key Vocabulary  Risk ;Safe; Emergency Services</p>	<p>Key Vocabulary  Risk; Safe; Emergency services</p>
<b>Careers and Aspirations</b>	<p>Pupils understand the roles of the jobs of those people who help us.</p>	<p>•It is good to have aspirations; hopes and dreams for the future so that I have something to aim for.</p>	<p>•An aspiration is something you hope to achieve in the future. It is important to identify goals to aim for as this will help motivate you to get better at things that will help you achieve your dreams.</p>
	<p>Key Questions What is a job? Name a job of a person who helps us?</p>	<p>Key Questions – What is a dream? What do I want to be when I grow up?</p>	<p>Key Questions- What is a dream? What do I want to be when I grow up?</p>
	<p>Key Vocabulary  Role, jobs, nurse, doctor, police officer, fire officer, cleaner, mechanic, teacher, bus driver</p>	<p>Key Vocabulary Hopes ;Dreams ;Future</p>	<p>Key Vocabulary</p>
<b>Environment and community</b>	<p>Pupils can explain how and why we look after the Reception environment.</p>	<p>•There are many things I can do to help look after the environment such as picking up litter, recycling and reusing materials, using less petrol and buying local produce.</p>	<p>•Pollution is when large amounts of gases, smoke and chemicals are put into the environment that makes it harmful for humans, animals and plants. •There are things we can do to reduce pollution such as walk or ride a bike to school instead of using a car, turn off lights or electronic items when you are not using them, not dropping litter and recycling items so they can be used again. •Recycling means making rubbish into something new. Every time you throw something away it gets sent to a landfill. More and more rubbish is piled on top until it is too big and the landfill has to be closed.</p>
	<p>Key questions How do we look after the inside and outside areas? How do we look after our toys? Why?</p>	<p>Key questions Why is it important to look after the environment?  What could I do to help look after the environment?</p>	<p>Key Questions What is pollution? What can we do to help? What is Recycling?</p>
	<p>Key Vocabulary Care for, resources, responsibility, team work</p>	<p>Key Vocabulary Environment Litter Impact</p>	<p>Key Vocabulary Plastic pollution Recycling</p>



**RSHE – Knowledge Progression Document – Living in the wider world**

	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<b>Basic First aid</b>	<ul style="list-style-type: none"> <li>•Learning first aid gives people vital life skills; it gives you skills to keep safe and help yourself or others when involved in a medical emergency until more help can get there.</li> <li>•Before giving first aid you must make sure the situation or area is safe before you try to help.</li> </ul>	<ul style="list-style-type: none"> <li>•Keeping our body clean by washing regularly will help reduce bacteria that may cause infection. This will lower the risk for disease.</li> <li>•I will know that good hygiene is important because it is important to preventing infection in wounds and skin irritation.</li> <li>•To keep a body clean and healthy you must wash your body daily, clean your teeth twice a day, wash your hair with some sort of shampoo at least once a week and wash hands regularly throughout the day. Washing your clothes keeps them fresh and free from disease causing germs.</li> <li>•It is important to look after yourself first in an emergency situation because you cannot help others if you are not safe. You have a better chance to save your family after saving yourself first</li> </ul>	<p>An emergency situation is a situation that risks a person's health, security, property or environment. An emergency situation is best to be resolved by professional emergency service men and women.</p> <ul style="list-style-type: none"> <li>•It is important to get help from an appropriate adult in emergency situations so that they can assess the risk and prevent further emergencies from happening.</li> <li>•It is important to stay calm in an emergency situation</li> <li>•When you stay calm in an emergency situation you are more likely to take note of your environment, find ways to help and give key information to emergency responders when asked for it. In an emergency situation dial 999.</li> </ul>	<ul style="list-style-type: none"> <li>•There are many different emergency situations and it is great to help however you must keep yourself safe first.</li> <li>•To help safely in an emergency situation you can call 999. The call handler will ask you questions about the environment, where you are and what has happened. It is important to provide as much information as you can.</li> <li>•To keep yourself and your body safe in an emergency situation you need to ask yourself, am I going to get hurt if I help in the emergency?</li> <li>•Asking for help is better than risking your safety. The emergency services will arrive and will assess the risk of the emergency.</li> <li>•It is important to stay where you are in an emergency until the emergency services arrive.</li> <li>•In an emergency our body tells us to react and panic, rather than thinking carefully. Our body makes us emotional and therefore putting ourselves in danger. This is why it is important to stay calm.</li> </ul>
	<p>Key Questions</p> <p>What is an injury? Can first aid only be given by adults?</p>	<p>Key Questions</p> <p>Why is it important to look after yourself, even if someone else is hurt?</p>	<p>Key Questions</p> <p>What is an 'emergency situation'? Why is it important to get adult help? Why does it help to stay as calm as possible in an emergency?</p>	<p>Key Questions</p> <p>Can you think of a situation that would be an 'emergency'? Are there some things you can do to safely help someone in an emergency? What do you need to consider to keep yourself and your body safe if helping someone else in an emergency?</p>
	<p>Key Vocabulary</p> <p>First aid; Accident; Hurt; Illness</p>	<p>Key Vocabulary</p> <p>Risk; Safe; Emergency services</p>	<p>Key Vocabulary</p> <p>Risk; Safe; Emergency services</p>	<p>Key Vocabulary</p> <p>Emergency; Injury; Safe; First Aid</p>
<b>Careers and Aspirations</b>	<ul style="list-style-type: none"> <li>•My community is the area around where I live or where I go to school. There may be things that I like about my community and also things I dislike. I can make a difference to my community, help to change it or improve it to make it</li> </ul>	<ul style="list-style-type: none"> <li>•A career is a long term job. It is important to find a career that you enjoy. By participating in a careers day you will get to see what different careers are in the community.</li> <li>•To achieve a goal in life it is important to believe in</li> </ul>	<ul style="list-style-type: none"> <li>•Careers are jobs that you enjoy. It is important to gain an understanding of what jobs are in the community that you may want to do in the future. Thinking about your hobbies and interests will lead you to aspire to be</li> </ul>	<ul style="list-style-type: none"> <li>•Attending careers events are important because they allow you to broaden your horizons and look at different opportunities ready for your future. It is important to gain aspirations ready for you to explore as you move onto</li> </ul>

	better for everyone living there.	yourself. You need to work out what steps you need to take to achieve your goal.	something you are interested in.	secondary school.
	Key Questions What is a career? What career would I like to do? How can I achieve my goals?	Key Questions What is a career? What career would I like to do? How can I achieve my goals?	Key Questions What is a career? What career would I like to do? How can I achieve my goals?	Key Questions What is a career? What career would I like to do? How can I achieve my goals?
	Key Vocabulary Careers Day	Key Vocabulary	Key Vocabulary	Key Vocabulary
<b>Environment and community</b>	<ul style="list-style-type: none"> <li>•By participating in an organised Careers Day, I will have a better understanding of different types of careers and what each job would involve.</li> <li>•I will be able to discuss which careers might suit me and why I think this. This will help me develop aspirations for the future and goals to work towards.</li> </ul>	<ul style="list-style-type: none"> <li>•It is important to raise money for charities as they rely on donations from the public. Charities then use this money to improve their services. We raise money by attracting the attention of members of the public. This could be done by doing a cake sale. Members of the community may donate a cake to sell and the money you raise will be donated to the charity.</li> </ul>	<ul style="list-style-type: none"> <li>•Community events are important because it allows people to get together and build relationships. Community events are a great way to share thoughts and ideas about a particular topic and they are a great place to get inspired to do something different.</li> </ul>	<ul style="list-style-type: none"> <li>• Community events are important to attend as they allow you to interact with others. This could lead to new friendships that may benefit you later in life.</li> </ul>
	Key Questions  Where is my community?  What do I like about my community?  Where do I dislike about my community?	Key Questions Why do we raise money? How do we raise money? Why is it important to raise money?	Key Questions Why is it important to attend events in the community?	Key Questions Why is it important to attend events in the community?
	Key Vocabulary  Community Improvement Local	Key Vocabulary	Key Vocabulary	Key Vocabulary

## Living in the wider world

### First aid:

At Reffley Academy we are fortunate to work with CC1 Norfolk who deliver an in-depth first aid course based around the key skills of Resilience, Self-Esteem, Courage, Well-being and Community. To accomplish this we use First Aid, Navigation Skills, Community projects and Problem Solving activities across years EYFS-6.

### Working with the community:

The children at Reffley have been working in the community. We have been litter picking, singing to the elderly in a care home and sending cards to the elderly. We are proud of our community at Reffley Academy and the connections we have made.