



## Progression of Knowledge and Skills in RSHE

### **School Intent**

At Thomas A' Becket Infant School our intent for the RSHE curriculum is that pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life. This is promoted through our REACH Values and our 'Safe, Kind and Ready to Learn' motto. We deliver a curriculum which is accessible to and ambitious for all. It will provide valuable outcomes for every child and build the foundations for successful life skills. RSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the "whole child" emotionally, morally, socially and physically. It is our belief that excellence in these areas will promote positive outcomes across the whole curriculum. It aims to equip children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.

### **EYFS – Personal, Social and Emotional Development**

#### **School Values**

Show an understanding of our School Values and Ethos. To be aware that our 'School Values are' embedded throughout the curriculum. Understand that these values ensure that our children are Safe, Respectful and Ready to Learn. Develop a sense of wellbeing within our school, so children feel safe to take healthy risks and 'REACH for the Stars' (Respect, Effort, Attitude, Collaboration, Honesty). To embrace the idea of developing a Growth Mindset and not giving up when things get tricky.

#### **Self-Regulation**

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

#### **Managing Self**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### **Building Relationships**

Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to other's needs.

#### **Purpose of study**

(Using the Relationships and sex education (RSE) and health education- 2019)

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

#### **Aims to ensure that children:**

- Learn the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- Learn about what a relationship is, what friendship is, what family means and who the people are who can support them.
- Should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

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	<ul style="list-style-type: none"> <li>Learn about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.</li> <li>Know that positive relationships also apply online.</li> <li>Are aware that families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.)</li> </ul>
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Key Concepts	Reception	Year 1	Year 2
<b>Families and people who care for me</b>	<p><b>Key Vocabulary</b> family, house, baby, birthday.</p> <ul style="list-style-type: none"> <li>That families are important in helping them grow.</li> <li>That families are all different and we should show respect to those differences.</li> </ul>	<p><b>Key Vocabulary</b> family, love, respect, values, feelings, emotions, happy, different, friendship, friends, safe, kind, kindness ready, learn, respect, effort, attitude, collaboration, honesty, sad, excited, scared, angry, worried.</p> <ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences) and know that other children's families are also characterised by love and care. angry, shy, brave, sad, bored, afraid, strong, special, resilient, respect, positive thinking</li> </ul>	<p><b>Key Vocabulary</b> family, love, cooperation, kindness, feelings, emotions, change, welcome, respect, truthfulness, trustworthiness, loyalty, generosity, trust, sharing, happiness, sadness, anger, anxiety, love, confidence.</p> <ul style="list-style-type: none"> <li>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> </ul>
<b>Caring friendships</b>	<p><b>Key Vocabulary</b> feeling, happy, kind, help, love.</p> <ul style="list-style-type: none"> <li>Form positive friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Key Vocabulary</b> love, respect, friends, friendship, kind, kindness.</p> <ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> </ul>	<p><b>Key Vocabulary</b> friendship, love, cooperation, kindness, feelings, emotions, change, welcome, respect, truthfulness, trustworthiness, loyalty, generosity, trust, sharing, happiness, sadness, anger, anxiety, love, confidence, inclusive, accessible.</p> <ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing</li> </ul>

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			<p>interests and experiences and support with problems and difficulties.</p> <ul style="list-style-type: none"> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> </ul>
<b>Respectful relationships</b>	<p><b>Key Vocabulary</b> safety, safe, no, choice, private, respect, listen, share.</p> <ul style="list-style-type: none"> <li>• Notice similarities and differences between themselves and their peers</li> <li>• Work and play cooperatively with others and take turns.</li> </ul>	<p><b>Key Vocabulary</b> growth mindset, respect, positive, different, similar, differences, celebrations, respect.</p> <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>	<p><b>Key Vocabulary</b> bravery, determination, perseverance, strength, dignity, courage, respect, growth mindset, overcome, qualities, diversity, acceptance, mental health, wellbeing, growth, values, bullying, repeated, STOP! (Several Times On Purpose), STOP! (Start Telling Other People).</p> <ul style="list-style-type: none"> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> </ul>
<b>Online relationships</b>	<p><b>Key Vocabulary</b> safe, safety, rules, respect.</p> <ul style="list-style-type: none"> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> </ul>	<p><b>Key Vocabulary</b> stranger, safe, worry, report, speak to an adult.</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not.</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab and online, content, appropriate.</p> <ul style="list-style-type: none"> <li>• That the same principles apply to online relationships as to face-to-face relationships,</li> </ul>

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			<p>including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>
<b>Being safe</b>	<p><b>Key Vocabulary</b> safety, safe, no, choice, private.</p> <ul style="list-style-type: none"> <li>How to keep myself safe.</li> <li>To know the role of people who help us in the local area.</li> <li>That each person's body belongs to them.</li> <li>Understand and use the correct language for body parts.</li> </ul>	<p><b>Key Vocabulary</b> stranger, safer stranger, online, worried, worry, report.</p> <ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab and privacy.</p> <ul style="list-style-type: none"> <li>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>
<b>Mental wellbeing</b>	<p><b>Key Vocabulary</b> emotions, feelings, angry, happy, sad, calm, scared, fear, shy, nervous, worried, anxious.</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Express their feelings and consider the feelings of others.</li> </ul>	<p><b>Key Vocabulary</b> children's mental health week, mental health, support, emotions, feelings, wellbeing, growth, differences, connections, anxious, sad, angry, healthy mind, fears, scared, phobia, worries.</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all</li> </ul>	<p><b>Key Vocabulary</b> love, cooperation, kindness, feelings, emotions, respect, truthfulness, trustworthiness, loyalty, generosity, trust, sharing, happiness, sadness, anger, anxiety, love, confidence, inclusive, accessible, mental health, mental wellbeing, healthy mind, bullying, cyberbullying.</p> <ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> </ul>

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		<p>humans experience in relation to different experiences and situations.</p> <ul style="list-style-type: none"> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. –</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough (Childrens Mental Health Week, daily activities).</li> </ul>	<ul style="list-style-type: none"> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (Linked to nativity performance and ice-skating trip).</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
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			<ul style="list-style-type: none"> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>
<b>Internet safety and harms</b>	<p><b>Key Vocabulary</b> safe, trust, internet, password.</p> <ul style="list-style-type: none"> <li>About keeping their password safe.</li> <li>That they should tell a trusted adult if they are worried about something when online.</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab and online, device, gaming, YouTube.</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>Where and how to report concerns and get support with issues online.</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab and social media, protected.</p> <ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>Where and how to report concerns and get support with issues online.</li> <li>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> </ul>
<b>Physical Health and Fitness</b>	<p><b>Key Vocabulary</b> keeping fit, exercise</p> <ul style="list-style-type: none"> <li>That exercise takes many forms and is important to keep healthy.</li> </ul>	<p><b>Key Vocabulary</b> active, exercise</p> <ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab.</p> <ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul>
<b>Healthy Eating</b>	<p><b>Key Vocabulary</b> change, food, balanced diet, different</p> <ul style="list-style-type: none"> <li>Understand the importance of healthy food choices.</li> </ul>	<p><b>Key Vocabulary</b> healthy, variety,</p> <ul style="list-style-type: none"> <li>The principles of planning and preparing a range of healthy meals.</li> </ul>	<p><b>Key Vocabulary</b> calories, healthy, unhealthy</p> <ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>

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	<ul style="list-style-type: none"> <li>Know that some foods are healthy and necessary for their wellbeing and some foods can be eaten 'as a treat.' These foods should be eaten as a balance.</li> </ul>		<ul style="list-style-type: none"> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>		<b>Key Vocabulary</b> medicine, harmful substances <ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	
<b>Health and prevention</b>	<b>Key Vocabulary</b> clean, toilet, wash, brush teeth, dressing <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</li> </ul>	<b>Key Vocabulary</b> germs, bacteria, viruses, cleanliness <ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<b>Key Vocabulary</b> dental health teeth, dentist, sleep, hygiene, allergies, immunisation, vaccines. <ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>Show sensitivity to their own and other's needs.</li> </ul>	<b>Key Vocabulary</b> help, emergency services, phone call, police, fire service, ambulance, coastguard. <ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> </ul>	<b>Key Vocabulary</b> All prior vocabulary and first aid, emergency, 999, ambulance, operator, information, serious, adult, panic, calm, responsive, unresponsive, trusted adult. <ul style="list-style-type: none"> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

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<p><b>Changing bodies</b></p>		<p><b>Key Vocabulary</b> live, small, tall, change, different, past, present, now, history, timeline.</p> <ul style="list-style-type: none"> <li>• To discuss changes in our body.</li> </ul>	
<p><b>School Values</b></p>	<p><b>Key Vocabulary</b> values, safe, respect, kind, effort, attitude, collaboration, honesty.</p> <ul style="list-style-type: none"> <li>• To understand the values that help us to be respectful, safe and ready to learn.</li> <li>• Understand the school ethos and values</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab and perseverance, growth mindset, success.</p> <ul style="list-style-type: none"> <li>• To understand the values that help us to be respectful, safe and ready to learn</li> <li>• Understand the school ethos and values</li> </ul>	<p><b>Key Vocabulary</b> All prior vocab.</p> <ul style="list-style-type: none"> <li>• To understand the values that help us to be respectful, safe and ready to learn</li> <li>• Understand the school ethos and values</li> </ul>