

Through living our Christian values, everyone at WCEJS has the opportunity to flourish.
We nurture the curiosity to learn, the courage to lead and the compassion to care.



Building solid foundations (Matthew 7: 24-27)

Whole School Curriculum Progression: Relationships, Health & Sex Education (RHSE)

Y3 Autumn	Y3 Spring	Y3 Summer
<p>Me & My relationships</p> <ul style="list-style-type: none"> • Explain why we have rules/laws • Identify who they have relationships with and how to maintain positive ones (friends, parents etc) • Identify qualities of friendships and demonstrate simple strategies for resolving conflict • Understand what a dare is and how to manage the situation • Express opinions and consider those of others • Explain the feelings we might have when we lose something/someone • CCE – Drama using RA meeting process <p>Valuing Difference</p> <ul style="list-style-type: none"> • Examples of respectful language • How to challenge another's viewpoint, respectfully • Recognise that there are many different types of family • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' • How to define the term 'community' • Identify the different communities that I belong to • Explain that people living in the UK have different origins • Identify similarities and differences between a diverse range of people • Recognise the factors that make people similar to and different from each other • CCE – Create a new house point card that celebrates difference 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • What it means to be keeping safe • How to identify situations which are safe or unsafe • How to identify people who can help if a situation is unsafe • How to define the words danger and risk and explain the difference between the two • Strategies for dealing with a risky situation • How to identify risk factors in given situations • How to recognize potential risks associated with browsing online • Understand that medicines are drugs and suggest ways that they can be helpful or harmful • How to identify some key risks from and effects of cigarettes and alcohol • CCE – Create an educational card game <p>Rights & Responsibilities</p> <ul style="list-style-type: none"> • Understand the difference between fact and opinion and how events can be perceived from different viewpoints • Explore why people go to work and understand the term 'income', 'saving' and 'spending' • Evaluate and explain different methods of looking after the school environment • Identify volunteers in the community and explore the reasons why people volunteer • Identify key people who are responsible for keeping us safe • CCE – Create a poster to show how small changes in behaviour can lead to big change 	<p>Growing & Changing</p> <ul style="list-style-type: none"> • To identify different types of relationships and know who I have a positive relationship with • Understand the 4 zones of personal space • Understand what are bodies are telling us when things don't feel right; to talk to a trusted adult if this happens • Recognise and describe appropriate behaviour online as well as offline • Identify what constitutes personal information and when it is not appropriate or safe to share this • Describe the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret • Recognise how different surprises and secrets might make them feel and who they can ask for help from if they feel uncomfortable • CCE – Create a 'Three Head' scenario for keeping safe <p>Being My Best Self</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) • Describe how food, water and air get into the body and blood • Demonstrate their understanding of health and wellbeing issues that are relevant to them, reasoning their views • Identify their achievements and skills, and areas of development • Explain what talents and skills are and how they might be developed • CCE – Create a Guide to Feeling Good (physical and mental health care)

Respect

Responsibility

Reflection

Resilience

Y4 Autumn	4 Spring	Y4 Summer
<p>Me & My relationships</p> <ul style="list-style-type: none"> • Explain what we mean by a positive, healthy relationship • Understand where pressure to behave in an unhealthy, unacceptable or risky way might come from • Describe 'good' and 'not so good' feelings and how they impact on the body • Recognise that there are times when we might need to say no to a friend • Recognise that people can feel different in the same situation • Recognise that feelings may change towards something or someone • CCE – Freeze frame drama based on peer pressure and talking out (standing up for your beliefs) <p>Valuing Difference</p> <ul style="list-style-type: none"> • How feelings affect our physical state • How to describe a wide range of feelings • That different people may react differently to the same situation • The difference between 'negotiation' and 'compromise' • Some ways in which people are different to each other • That difference is something to be celebrated • What 'stereotypes' are • What to do if someone makes them feel uncomfortable • About different types of relationships; family, friends or acquaintances • CCE – Drama / hot-seating based on given situations 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • To understand the difference between Danger, Risk and Hazards • What the term 'dare' means • How to manage a situation where you are 'dared' to do something • Identify risks and how to use others to help manage risk • Identify images that are unsafe to share online • Understand that medicines are drugs • Know alternatives to taking medicine when unwell • Understand strategies to limit the spread of infections/diseases. • CCE – Create a choice/quest story based on dares <p>Rights & Responsibilities</p> <ul style="list-style-type: none"> • Know where to go when I need help or I am lonely • Know why it's important for my mental health and wellbeing to feel safe and welcome when I am learning • Know my rights to school, education and how I should be treated when I am in school • Know how to make other children feel welcome and safe • Understand why it's important to celebrate difference • Suggest areas for further school improvement • CCE – Create a poster to share the message of 'Everybody Safe and Welcome' 	<p>Being My Best Self</p> <ul style="list-style-type: none"> • Know that food, water and sleep are important factors in caring for ourselves • Understand different ways that we are unique • Appreciate what makes me unique • Differentiate between choices I make and choices others make for me • Understand the importance of making my own decisions • Explore the different ways in which we can support our community • Know some simple actions which make a difference in an emergency • Know some basic first aid • CCE – Create a self-portrait, describing your own uniqueness <p>Growing & Changing</p> <ul style="list-style-type: none"> • Describe the changes that happen to people during their lives • Understand how physical change can have an emotional impact • Name and describe positive and negative feelings • Know physical differences and similarities between males and females • Understand how surprises and secrets make us feel • Recognise marriage is a commitment which should be entered into freely • Understand any gender variation of marriage is acceptable • CCE – Create a timeline to describe emotional change through life (link to zones of regulation)

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Y5 Autumn	Y5 Spring	Y5 Summer
<p>Me & My relationships</p> <ul style="list-style-type: none"> • Explore some of the key qualities of friendships • Identify what makes a relationship unhealthy and where to seek support • Identify the characteristics of passive, assertive and aggressive behaviours • Recognise basic emotional needs and how they can change according to circumstance • Explore how online communication can be misinterpreted • Describe the stages for resolving difficult issues or situations • CCE – Drama (hold a difficult conversation using the restorative approach model) <p>Valuing Difference</p> <ul style="list-style-type: none"> • Define some key qualities of good friendships • Show respectfulness in responding to others • Understand that difference should be valued and celebrated • Understand what discrimination is • Identify groups that often suffer from discrimination • Identify some common discriminative behaviour, including bullying • Explore negative effects of discrimination (using examples to help explain) • Identify how their school and wider community includes different groups • Understand the consequences of positive and negative behaviour on myself and others • CCE – Celebrate the life of someone who has suffered from discrimination 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • Explore strategies to deal with face-to-face and online bullying • Know what is safe/unsafe to share offline and online • Explore the consequences of not keeping personal information private online and offline • Identify everyday situations that pose risk • Know how to stand up for yourself appropriately (difficult conversations and dares) • Know some of the health risks caused by vaping • Identify risk factors (smoking and alcohol) • CCE – Role play exploring peer pressure and staying safe <p>Rights & Responsibilities</p> <ul style="list-style-type: none"> • Explore current media issues about health and wellbeing • Know the difference between fact and opinion • Know what the words voluntary, action and community groups mean • Understand the differences between responsibilities, rights and duties • Work out the costs involved in producing and selling an item • Understand the terms: loan, credit, debt and interest and how they relate to money • CCE – Create a 'Three Head' display to show the rights, responsibilities and duties of different people (child, adult, teacher, parent, Young Carer, pet owner etc) 	<p>Being My Best Self</p> <ul style="list-style-type: none"> • Know who is responsible for helping me stay healthy and safe • Explain the importance of food, water and oxygen, sleep and exercise • Identify personal strengths • Explore strategies for self-development • Understand what community is • Discuss qualities that the media associate with celebrities • Understand that the way famous people are portrayed in the media isn't always true • Know how to alert the emergency services • Know some basic first-aid, including action for head injuries • CCE – Write a letter to your 50-year-old self (goals/milestones/achievements) <p>Growing & Changing</p> <ul style="list-style-type: none"> • Describe good and bad feelings you have experienced • Identify trusted people you can talk with • Understand appropriate / inappropriate contact • Identify self-support strategies to use when you are concerned or worried • Discuss safe / unsafe secrets • Decide when I might need to break a confidence • Know the scientific terms for the external sexual organs • Know what menstruation is, why it happens • Understand which products I may need to use during puberty • Discuss myths associated with puberty • CCE – Create a poster displaying personal 'zones of regulation' strategies

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Y6 Autumn	Y6 Spring	Y6 Summer
<p>Me & My relationships</p> <ul style="list-style-type: none"> • Demonstrate positive strategies for negotiating and compromising within a collaborative task • Recognise some of the challenges that arise from friendships • Demonstrate protective / assertive behaviour to resist peer influence and pressure • Recognise that some types of physical contact can produce strong negative feelings; know that some inappropriate touch is illegal • Describe safe and respectful behaviours when using communication technology • CCE – Create a short piece of drama to illustrate assertive behaviour <p>Valuing Difference</p> <ul style="list-style-type: none"> • Understand why we celebrate difference • Explore how not valuing everyone can lead to bullying and discrimination • Know how to challenge rude, offensive or bullying behaviour • Explore how we show respect, using verbal and non-verbal communication (different faiths, beliefs and cultures) • Demonstrate some qualities of a strong, positive friendship • Know how to challenge stereotypical portrayals of people • CCE – Write a short guide for primary children to celebrate difference 	<p>Keeping Safe</p> <ul style="list-style-type: none"> • Know how easily and quickly information is spread of / online • Explore the risks of sharing images of themselves / others with other people directly and online • Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour • Explain how drugs can be categorized into different groups depending on their medical and legal context • Understand that there are basic laws in relation to drugs • Describe some of the effects and risks of drinking alcohol • Understand that all humans have basic emotional needs and explain some of the ways these needs can be met • Understand and give examples of conflicting emotions • CCE – Produce a piece of art to warn of risks / dangers <p>Rights & Responsibilities</p> <ul style="list-style-type: none"> • Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; • Understand why sometimes people don't tell the truth and often post only the good bits about themselves, online; • Describe the different ways money can be saved, outlining the pros and cons of each method; • Explain what is meant by living in an environmentally sustainable way • Understand democracy in Britain • CCE – Election campaign and poll for the best Briton (past or present) 	<p>Being My Best Self</p> <ul style="list-style-type: none"> • Understand risk and rank risk factors in a given situation • Explain how risks can be reduced • Understand risks related to growing up and explain the need to be aware of these • Understand and explain the outcomes of risk-taking in a given situation, including emotional risks • Assess risk in their own lives to help keep themselves safe • Identify aspirational goals and describe actions needed to set and achieve these • Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. • CCE – Create a 'Risks in Life' board game <p>Growing & Changing</p> <ul style="list-style-type: none"> • Challenge the use of stereotyping • Understand how people can feel pressured to behave in a certain way because of the influence of the peer group • Understand the risks of sharing images online and how these can be hard to control once shared • Recognise some of the changes they have experienced and their emotional responses to those changes • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it • Know a variety of ways in which the sperm can fertilise the egg to create a baby (Parents can withdraw their child from this lesson) • Understand the term 'consent' • CCE – Create a personal PMI chart to record changes they have experienced or will experience (physical and emotional)

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LKS2	UKS2
<ul style="list-style-type: none"> • Understand what a balanced diet includes • Identify their strengths and suggest areas for improvement • Name and identify a range of feelings • Use strategies to help manage their emotions • Identify positive ways to face new challenges such as transition • Identify safety rules and where to get help • Identify some physical changes during puberty • Understand the importance of observing the 4 zones personal space • Understand how events can be perceived from different viewpoints and that people can feel differently in the same situation. • Recognise potential risks associated with browsing online • Describe hazards that may exist in their environment and describe strategies to keep them safe • Understand the difference between drugs and medicines and their affect / risks 	<ul style="list-style-type: none"> • Recognise what might influence our choices to have a ‘balanced lifestyle’ • Identify strengths and set aspirational goals and explore actions needed to achieve these. • Understand emotional needs within relationships • Identify what affects their physical and mental health • Recognise some of the changes they have experienced and their emotional responses to those changes. • Identify physical/emotional changes during puberty • Identify how images in the media don’t always reflect reality • Understand what appropriate and inappropriate touch/contact means and identify strategies to keep themselves safe • Recognise, predict and manage risks in different situations online and offline • Explain how their actions have consequences for themselves and others • Identify substances/drugs that are legal/illegal and identify the risks • Explain what human reproduction is

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