

RHE Progression Document

| <u>Progression in RHE</u> Knowledge, concepts and skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|---|---|---|--|--|--|---|--|---|--------|
| Taught knowledge/ Social and Emotional Skills | Self-awareness Courage Reframing failure Positive coping strategies Self-belief Creativity | Considering other people's emotions Friendliness Honesty Celebrating differences Being a member of a community Gratitude | Understanding feelings Confidence Patience Conflict management Positive coping strategies Self-belief | Working together Forgiveness Co-operation Attachment Respecting others Celebrating community Tolerance | Self-esteem Empathy Patience Responsible decision making Facing adversity Determination | Social problem solving Respect Empathy Culture Supporting others Cultural awareness Responsivity Tolerance | Self-regulation Self-discipline Attitude Responsible decision making Self-management Perseverance Responsibility | Target setting Decision making Self-awareness Review of skills The language of qualification Emotions Physical and mental health Personal hygiene Ecological issues Self and community | |

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| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| DfE Statutory Relationship and Health Education Outcomes | <p>PSED - ELG: SELF-REGULATION</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>ELG: MANAGING SELF</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> | <p>Relationships Education - By end of primary, pupils should know:</p> <p>Caring friendships</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <p>The importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Online relationships</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous</p> <p>Being safe</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>Where to get advice e.g. family, school and/or other sources.</p> | | | | | | |

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| | <p>PSED - ELG: BUILDING RELATIONSHIPS Work and play co-operatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> | | | | | | |
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| <u>Progression in RHE</u> | Year 7 | Year 8 | Year 9 | Year 10 | | Year 11 | |
| DfE Statutory Relationship and Health Education Outcomes | <p>Relationships Education – By end of secondary schools, pupils should know:</p> <p>Families That there are different types of committed, stable relationships. How these relationships might contribute to human happiness and their importance for bringing up children. What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. Why marriage is an important relationship choice for many couples and why it must be freely entered into. The characteristics and legal status of other types of long-term relationships. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p>Respectful Relationships, Including Friendships The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. Practical steps they can take in a range of different contexts to improve or support respectful relationships. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> | | | | | | |

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That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and Media

Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

What to do and where to get support to report material or manage issues online.

The impact of viewing harmful content.

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.

How information and data is generated, collected, shared and used online.

Being Safe

The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honor-based violence and FGM, and how these can affect current and future relationships.

How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and Sexual Relationships

How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.

The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.

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| | <p>That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>That they have a choice to delay sex or to enjoy intimacy without sex.</p> <p>The facts about the full range of contraceptive choices, efficacy and options available.</p> <p>The facts around pregnancy including miscarriage.</p> <p>That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</p> <p>About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</p> <p>How the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p>How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> |
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