

RSHE Scheme of Work & Skills and Knowledge Progression

Key Stage 1 and Key Stage 2



The INTENT of our RSHE Curriculum

RSHE Statement of Intent

The PSHE Association firmly believes 'Effective PSHE education supports the development of physically, emotionally and socially healthy young people, equipped to live healthy, safe, productive and responsible lives and to keep themselves and others safe. It supports the development of essential employability skills for the 21st Century, encouraging positive career choices, and good behaviour. It reduces or removes barriers to learning, such as bullying, low self-esteem, unhealthy, or risky behaviours. There is also strong evidence to suggest that the focus of PSHE education on health, wellbeing and key life skills has the potential to significantly support and enhance pupils' academic attainment.' At St Meryl Relationships, sex and health education is seen as an integral part of our curriculum offer. We believe that unless a child is emotionally ready to start their day then we need to support them so that they are ready to learn. Therefore as adults we need to recognise when a child needs our help. We endeavour to teach the children to recognise when they need help and to give them the power to talk to someone about anything even if it's awful or small from their network. We also teach children how to deal with their emotions and provide them with strategies to support them in understanding their feelings. Most children will know when they need help from an adult and will seek the support they need. Some children will need extra support and will have routines put in place to help with difficult times during the day such as early morning and lunchtimes. As a Rights Respecting School, we recognise that each family has their own culture and beliefs and we aim to represent every family, as best we can, in our St Meryl School community. We want everyone to feel valued and welcome. Through our RSHE work we want to ensure the children know that 1) We all have the right to feel safe all of the time and 2) We can talk with someone about anything even if it's awful or small.

The Jigsaw Approach

How would children benefit if they could be aware of their thoughts and feelings as they happen, in the present moment, on purpose with no judgement? This is what mindfulness means. It can be learnt, and techniques to develop it taught. It also needs to be practised. We believe mindfulness is a vital tool for life, not only does it support the regulation of emotion and build emotional resilience but also enhances focus and concentration; both helping to optimise learning. Mindful children can more readily choose their responses to situations rather than react while caught up in the thought-flows and emotions. In Jigsaw PSHE, mindfulness is developed through the 'Calm Me' time in each piece (lesson). This consists of breathing techniques, awareness exercises, visualisations etc, all tried, tested and very enjoyable activities for children and teachers alike. Observing your thoughts and feelings, on purpose, in the present moment with no judgement...what a gift! Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

Programmes of Study by the end of Primary School:

Families and people who care for me	<p>Pupils should know</p> <p>That families are important for children growing up because they can give love, security and stability.</p> <p>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.</p> <p>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.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><i>* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>
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Caring friendships	<p>Pupils should know</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.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>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.</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>
Respectful relationships	<p>Pupils should know</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>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.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>
Online relationships	<p>Pupils should know</p> <p>That people sometimes behave differently online, including by pretending to be someone they are not.</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>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>How information and data is shared and used online.</p>

Being Safe	<p>Pupils should know</p> <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>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.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>Where to get advice e.g. family, school and/or other sources.</p>
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Implementation: St Meryl School RSHE Scheme of Work and Planning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YEAR 2	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YEAR 3	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YEAR 4	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YEAR 5	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
YEAR 6	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

RSHE Progression of Skills and Knowledge

YEAR 1	
Skills	<p>I can understand my choices in following the Learning Charter.</p> <p>I understand how differences make us all special and unique.</p> <p>I know how to store the feelings of success in my internal treasure chest.</p> <p>I can recognise how being healthy helps me to feel happy.</p> <p>I can express how I feel about someone who is special to me.</p> <p>I respect my body and understand which parts are private.</p>
Knowledge	<p>I understand my rights and responsibilities within our Learning Charter.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can tell you why I appreciate someone who is special to me.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.</p>
YEAR 2	
Skills	<p>I am choosing to follow the Learning Charter.</p> <p>I can tell you why I value differences in my friends.</p> <p>I can express how it felt to be working as part of this group.</p> <p>I can express how it feels to share healthy food with my friends.</p> <p>I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>
Knowledge	<p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can identify some ways in which my friend is different from me.</p> <p>I can explain some of the ways I worked cooperatively in my group to create the end product.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can identify some of the things that cause conflict between me and my friends.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p>

YEAR 3	
Skills	<p>I am choosing to follow the Learning Charter.</p> <p>I can give and receive compliments and know how this feels.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>I can express how being anxious or scared feels.</p> <p>I can identify things, people and places that I need to keep safe from and I can show an awareness of how this could affect my choices.</p> <p>I recognise how I feel about these changes happening to me and know how to cope with these feelings.</p>
Knowledge	<p>I understand my actions affect others and try to see things from their points of view.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p>
YEAR 4	
Skills	<p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>I can explain why it is good to accept people for who they are.</p> <p>I know what it means to be resilient and to have a positive attitude.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p> <p>I can recognise when people are putting me under pressure and express my own opinion and feelings on this.</p> <p>I can reflect on the changes I would like to make when I am in Year 5 and can describe how to go about this.</p>
Knowledge	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can explain different points of view on an animal rights issue.</p> <p>I can identify what I am looking forward to when I am in Year 5.</p>

YEAR 5	
Skills	<p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support</p> <p>I can reflect on how these relate to my own understanding of direct and indirect bullying.</p> <p>I respect and value my body.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p>
Knowledge	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I can explain the differences between direct and indirect types of bullying.</p> <p>I can describe the dreams and goals of a young person in a culture different from mine.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p>
YEAR 6	
Skills	<p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p> <p>I can show empathy with people in either situation.</p> <p>I can identify why I am motivated to celebrate differences between myself and others.</p> <p>I can tell you how I feel about using alcohol when I am older and my reasons for this.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>I recognise how I feel when I reflect on the development and birth of a baby.</p>
Knowledge	<p>I understand how democracy and having a voice benefits the school community and know how to model this.</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can describe some ways in which I can work with other people to help make the world a better place.</p> <p>I can evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>I can recognise when people are trying to gain power or control.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p>