



St. Ethelbert's RCP – Relationships, Sex & Health Education

Progression of Skills – Key Stage 1

Aims

At St. Ethelbert's RCP, as a Catholic school, we are guided by the Catholic Education Service who state that Catholic schools are required to deliver Relationship and Sex Education (RSE) in accordance with the teachings of the Church. We take this approach in conjunction with the guidance issued by the DfE.

'I have come that you might have life and have it to the full.' (John.10.10)

Relationships and Sex education is an integral part of our curriculum precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSHE therefore, is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

At the heart of the Christian life is the Trinity; Father, Son and Spirit in communion, united in loving relationship and embracing all people and all creation. As a consequence of the Christian belief that we are made in the image and likeness of God, gender and sexuality are seen as God's gift, reflect God's beauty, and share in the divine creativity. RSHE, therefore, will be placed firmly within the context of relationship as it is there that sexuality grows and develops. All RSHE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

Our RSHE programme enshrines the Catholic values relating to the importance of stable relationships, marriage and family life. It also promotes those virtues which are essential in responding to God's call to love others with a proper respect for their dignity and the dignity of the human body.

We will endeavour to raise pupils' self-esteem, help them to grow in knowledge and understanding, recognise the value of all persons and develop caring and sensitive attitudes. It is in this context that we commit ourselves in partnership with parents and carers, to provide children and young people with a 'positive and prudent sexual education' which is compatible with their physical, cognitive, psychological, and spiritual maturity, and rooted in a Catholic vision of education and the human person.

Our curriculum is based on 'A Journey in Love' RSE scheme (Brentwood Diocese) & the Scarf PSHE scheme.

	YEAR 1	YEAR 2
Me and My Relationships	<ul style="list-style-type: none"> • I can name different feelings and how they might make me behave. • I can suggest ways of dealing with 'not so good' feelings and how to help others. • I can recognise when I need help and who to ask. • I can listen to others and wait my turn to speak. • I can tell you which trusted adults at home and school keep me safe. 	<ul style="list-style-type: none"> • I understand we have different ways to express our feelings. • I can express my feelings in a safe, controlled way. • I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. • I can tell someone how they are making me feel. • I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
Valuing Difference	<ul style="list-style-type: none"> • I can say ways in which people are similar as well as different. • I can say why things sometimes seem unfair, even if they are not to me. • I can talk about what bullying is. • I can say ways to show kindness towards others. 	<ul style="list-style-type: none"> • I can be respectful of those who are different to me. • I can describe how someone can change someone's feelings. • I can tell you why it is important to show good listening to people who think differently to me. • I can name and suggest strategies to someone who feels left out. • I can be kind and use kind words to my friends.
Keeping Myself Safe	<ul style="list-style-type: none"> • I can talk about the things my body needs to stay well (exercise, sleep, healthy foods) 	<ul style="list-style-type: none"> • I can keep myself safe around medicines. I can explain that they can be helpful or harmful, and say how they can be used safely.

	<ul style="list-style-type: none"> • I can say what I can do if I have strong, but not so good feelings, to help me stay safe • I can say 'no' to unwanted touch and ask for help from a trusted adult. • I can say when medicines can be helpful or might be harmful. • I can tell you how to stay safe around medicine. 	<ul style="list-style-type: none"> • I can say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping myself and others safe. • I can say what I do and don't like and who to ask for help. • I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong. • I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.
Rights and Responsibilities	<ul style="list-style-type: none"> • I can wash my hands correctly. • I can name ways to look after my home and school. • I can look after a special person or thing. • I can tell you some things that money is spent on. • I can get help if someone has hurt themselves. 	<ul style="list-style-type: none"> • I can make choices that help me play and work well with others. • I can use some strategies when I feel upset or angry. • I can ask for help from a trusted adult. • I can name some ways I can look after my environment. • * I can make choices with money.
Being My Best	<ul style="list-style-type: none"> • I can choose a healthy meal with different food groups. • I can be persistent when learning a new skill. • I can name a few different ideas of what I can do if I find something difficult. • I can help my friends when they fall out. • I can explain why praise helps me to keep trying. 	<ul style="list-style-type: none"> • I can explain what happens when I learn something new. • I can explain how setting a goal or goals will help me to achieve what I want to be able to do. • I can explain how hand hygiene stops virus' and germs from spreading. • I can give examples of what I can do and give to my body to stay healthy. • I can name different parts of my body that are inside me and

		help to turn food into energy.
Growing and Changing	<ul style="list-style-type: none"> • I can tell you some things that babies need. • I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do. • I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. • I can name the body parts girls and boys have that are the same and which body parts are different. • I can name the adults I can talk to at home and school if I need help. 	<ul style="list-style-type: none"> • I can give support to a friend. • I can describe feelings of loss and suggest what someone can do if a friend moves away. • I can describe the stages of growth I have been through and what I look forward to in my future. • I can talk about keeping private parts private.