

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

Progression of Skills – Key Stage 2

<p>Aims</p>	<p>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.</p> <p><i>'I have come that you might have life and have it to the full.'</i> (John.10.10)</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Our curriculum is based on 'A Journey in Love' RSE scheme (Brentwood Diocese) & the Scarf PSHE scheme.</p>
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Me and My Relationships	<ul style="list-style-type: none"> I can communicate my feelings and use this to try to manage my emotions. I can collaborate with a team to achieve a goal. I can accept I may not always agree with others. I can listen and share my opinions respectfully. I can say why friends may fall out and how they can make up. I know how to look after my friends and stay friends. 	<ul style="list-style-type: none"> I can talk about how feelings change and be different for others. I can read different emotions by a person's body language. I can say 'no' in a calm and controlled way. I can name some qualities or strategies that help team work. I am aware of others and their needs when working together I can say what to do if I am, or a friend is, hurt or bullied by another person. I can recognise the qualities of a healthy relationship. 	<ul style="list-style-type: none"> I can be assertive to keep myself happy, healthy and safe. I can use strategies to resolve arguments or disagreements. I can reflect on my behaviour, attitudes and qualities. I am aware of the warning signs that a relationship could be unhealthy or unsafe. I can manage my emotional needs and any risks to them. I can respond to emotions according to the situation and person. 	<ul style="list-style-type: none"> I can work through challenges I have with my friends with respect, assertiveness and understanding. I can give examples of negotiation and compromise. I can use these skills in practical situations. I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch. I can use assertive behaviours to keep myself safe from peer influence or pressure. I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.
Valuing Difference	<ul style="list-style-type: none"> I can give examples of different types of family. I respect these differences. I can give examples of different community groups and what is good about 	<ul style="list-style-type: none"> I can say how differences sometimes cause conflict but can also be something to celebrate. I can begin to manage conflict by using 	<ul style="list-style-type: none"> I can give examples of different faiths and cultures and positive things about having these differences. I can explain the importance of mutual 	<ul style="list-style-type: none"> I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.

	<p>having different groups.</p> <ul style="list-style-type: none"> • I can use respectful language and communication skills when discussing with others. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place. • I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • I can suggest ways to deal with bullying and prejudice. 	<p>negotiation and compromise.</p> <ul style="list-style-type: none"> • I can suggest strategies for dealing with someone who is behaving aggressively. • I can demonstrate ways of showing respect to others' differences. • I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<p>respect for different faiths and beliefs and how we demonstrate this.</p> <ul style="list-style-type: none"> • I can empathise with people who have been, and currently are, subjected to injustice, including through racism. • I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this. • I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people that do it (trying to live up to their image, taking risks etc.) • I can reflect on how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> • I can show respect to others by using verbal and non-verbal communication. • I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. • I can describe how empathy can help people to be more tolerant and understanding of those who are different from them. • I can recognise how the media can reinforce gender stereotypes and begin to challenge this.
<p>Keeping Myself Safe</p>	<ul style="list-style-type: none"> • I can say what I could do to make a situation less risky or not risky at all. • I can demonstrate strategies for dealing with a risky situation. • I can identify some key 	<ul style="list-style-type: none"> • I can demonstrate strategies for dealing with a risky situation. • I can give examples of people or things that might influence me to take risks and make decisions. 	<ul style="list-style-type: none"> • I can suggest what someone should do when faced with a risky situation. • I can protect my personal information online. I can recognise disrespectful behaviour online. 	<ul style="list-style-type: none"> • I can use safe, respectful and responsible behaviours and strategies when using social media. • I can give examples of how to safely share images online.

	<p>risks from and effects of cigarettes and alcohol.</p> <ul style="list-style-type: none"> • I can give examples of strategies for safe browsing online. • I can identify personal information and when it is not appropriate or safe to share this. I can get help when an unsafe situation online occurs. 	<ul style="list-style-type: none"> • I can give reasons for why most people choose not to smoke, or drink too much alcohol. • I can explain what might happen if people take unsafe or inappropriate risks. • I can identify images that are safe or unsafe to share online. 	<ul style="list-style-type: none"> • I can identify the risks in a specific situation (including emotional risks). • I can discuss social norms relating to cigarettes and what may influence a person's decision to not smoke. • I can support someone who is being bullied. 	<ul style="list-style-type: none"> • I can explain how social norms around alcohol can influence a person's decision whether to drink alcohol or not. • I can suggest positive ways to meet my emotional needs and how this impacts my behaviour. • I can begin to make decisions independently and responsibly.
Rights and Responsibilities	<ul style="list-style-type: none"> • I can identify people who help me in different ways. • I can spot 'facts' and 'opinions' to help me share ideas. • I can make a plan. • I can choose a method. • I can identify different times and reasons to spend money. • I can give examples of how people earn money. 	<ul style="list-style-type: none"> • I can name some responsibilities and rights that I have. • I can share ideas and make decisions that affect others. • I can give my own opinion based on facts, opinions and other influences. • I can give examples of how I can support others as a bystander. • I can explain how others have a financial responsibility to their families and community. • I can give examples of 	<ul style="list-style-type: none"> • I can develop ideas and opinions based on a current issue. I can present these with a group. • I can identify how the responsibilities of others impact me and my community. • I can give examples of barriers that can stop others following their responsibilities. • I can give examples of some of the rights and responsibilities I have as I grow older, at home, my community and the environment. I can give 	<ul style="list-style-type: none"> • I can tell you the difference between 'fact' and 'opinion' and explain what 'bias' means. • I can discuss the reasons why people post online and the positive and negative effects relating to social media. • I can talk about how money is earned, the differences in incomes and how public services are supported by tax payers. • I can describe how a group of people can make a change. I can reflect on my role in making a change in

		<p>choices and decisions with money that will affect me.</p>	<p>real examples of each that relate to me.</p> <ul style="list-style-type: none"> • I can suggest ways to spend and save money responsibly. • I can explain some things about finance and money. I can name a person who deals with money in my community. 	<p>my community or environment.</p> <ul style="list-style-type: none"> • I can suggest ways that I can help my environment. • I can give examples of why we need a democratic society and how laws keep us safe.
Being My Best	<ul style="list-style-type: none"> • I can choose foods that make a balanced meal. • I can explain how washing hands can prevent infections spreading. • I can describe how food, water and air get into the body and blood. • I can set goals and make a plan to develop a new skill. 	<ul style="list-style-type: none"> • I can say how being unique makes everyone special, different and valuable. • I can give examples of choices I make and the choices others make for me. • I can plan a healthy, balanced meal. • *I can give examples of the ways people can look after their physical and mental wellbeing. • I can give different examples of some of the things that I do already to help look after my environment. 	<ul style="list-style-type: none"> • I can explain how one organ functions and how it contributes to the health of my body. • I can explain how choices relating to smoking and drinking can affect a person's health. • I can think of ways to improve a skill and the strategies that will help me do this. • I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave. • I can give examples of how I am independent and manage my own success. 	<ul style="list-style-type: none"> • I can explain, giving examples, how I can manage my wellbeing using the five ways to wellbeing. • I can set goals so that I can achieve an aspiration. • I can tell you how I can overcome problems and challenges on the way to achieving my goals. • I can identify risk factors in a given situation • I can assess the level of risk and explain how a risk can be reduced.

Growing and Changing

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| <ul style="list-style-type: none"> • I can explain what body space is and how it feels when someone is too close to me. • I can tell you some of the different relationships I have. • I can tell you what qualities a healthy positive relationship has. | <ul style="list-style-type: none"> • I can describe how change can make a person feel (both negative and positive). • I can explain why young people can have mixed up feelings when they go through puberty. • I can explain why puberty happens. • I can explain why some people choose to get married, have a civil ceremony or live together. | <ul style="list-style-type: none"> • I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. • I can begin to manage challenging emotions by building my resilience. • I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict. • *I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. • I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need. • I can give examples of feelings and emotions people have at times of change. | <ul style="list-style-type: none"> • I can describe how a girl's and boy's body will change when it reaches puberty. • I can name some of the feelings and emotions people have during change. • I can give examples of how someone could cope with or get support during puberty. • I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • I can explain how to stay safe when sharing images and information online. • I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe. |
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