Sedbergh Primary School

Relationships Education and Health Education Progression Grid

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way'. (*Excerpt taken from the Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' Statutory Guidance for Schools, updated July 2020*).

School uses the Coram Life Education SCARF (Safety, Caring, Achievement, Resilience, and Friendship) materials as a core structure for our Relationships Education and Health Education curriculum across all classes in school (see Progression Grid below). In addition, as guidance suggests, 'Relationships Education, RSE and Health Education complement several national curriculum subjects'. School makes links between learning across subjects. Content in the science, PE, PSHE and computing elements of the curriculum all support learning about relationships and health.

Relationships Education and Health Education - Curriculum Links	
Subject	**Links & Opportunities**
Science	At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.
Computing	The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.
Physical Education (PE)	The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives. Health education can complement what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives

Relationships Education

By the end of primary school pupils should know;

Families and people who care for me	✓ That families are important for children growing up because they can give love, security and stability. ✓ 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. ✓ 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. ✓ 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. ✓ That marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ✓ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	✓ How important friendships are in making us feel happy and secure, and how people choose and make friends. ✓ 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. ✓ 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. ✓ 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.
Respectful relationships	✓ 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. ✓ Practical steps they can take in a range of different contexts to improve or support respectful relationships. ✓ The conventions of courtesy and manners. ✓ The importance of self-respect and how this links to their own happiness. ✓ 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. ✓ 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. ✓ What a stereotype is, and how stereotypes can be unfair, negative or destructive. ✓ The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships	✓ That people sometimes behave differently online, including by pretending to be someone they are not. ✓ 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. ✓ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ✓ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ✓ How information and data is shared and used online.
Being safe	✓ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ✓ 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. ✓ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. ✓ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ✓ How to recognise and report feelings of being unsafe or feeling bad about any adult. ✓ How to ask for advice or help for themselves or others, and to keep trying until they are heard. ✓ How to report concerns or abuse, and the vocabulary and confidence needed to do so. ✓ Where to get advice e.g. family, school and/or other sources.

Health Education

By the end of primary school pupils should know;

Mental wellbeing	✓ That mental wellbeing is a normal part of daily life, in the same way as physical health. ✓ That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ✓ How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ✓ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ✓ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ✓ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ✓ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ✓ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ✓ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ✓ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms	✓ That for most people the internet is an integral part of life and has many benefits. ✓ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ✓ How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ✓ Why social media, some computer games and online gaming, for example, are age restricted. ✓ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ✓ How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ✓ Where and how to report concerns and get support with issues online.
Physical health and fitness	✓ The characteristics and mental and physical benefits of an active lifestyle. ✓ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ✓ The risks associated with an inactive lifestyle (including obesity). ✓ How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	✓ What constitutes a healthy diet (including understanding calories and other nutritional content)? ✓ The principles of planning and preparing a range of healthy meals. ✓ The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	✓ The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	✓ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ✓ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ✓ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ✓ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ✓ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ✓ The facts and science relating to allergies, immunisation and vaccination.
Basic first aid	✓ How to make a clear and efficient call to emergency services if necessary. ✓ Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ✓ About menstrual wellbeing including the key facts about the menstrual cycle.

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Rights and Responsibilities	4 Keeping Myself Safe	5 Growing and Changing	6 Being my Best
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages	Keeping by body healthy – food, exercise, sleep Growth Mind-set

Year/Term	1 Keeping Myself Safe	2 Me and my Relationships	3 Valuing Difference	4 Growing and Changing	5 Being my Best	6 Rights and Responsibilities
Y1/2	How our feelings can keep us safe Keeping healthy Medicine Safety Safe and unsafe secrets Appropriate touch Medicine safety	Feelings Getting help Classroom rules Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Recognising, valuing and celebrating difference Developing tolerance and respect Being kind and helping others Listening Skills	Getting help Becoming independent My body parts Life cycles Dealing with loss Being supportive	Growth Mind-set Keeping by body healthy Growth Mind-set Looking after my body	Taking care of things: My self My money My environment Cooperation Self-regulation

Year/Term	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
Y3	Cooperation Caring friendships (Includes respectful relationships)	Recognising and respecting diversity Being respectful and tolerant	Managing risk Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped	Keeping myself healthy Celebrating and developing my skills	Relationships Menstruation Keeping safe
Y4	Recognising feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including staying safe online Norms around use of legal drugs (tobacco, alcohol)	Rights and responsibilities Rights and responsibilities relating to my health Decisions about lending, borrowing and spending	Growing independence and taking responsibility Media awareness and safety	Managing difficult feelings Managing change Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches	Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour	Emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money	Aspirations and goal setting Managing risk	Keeping safe Body Image Self esteem