

Key Areas of learning for RSHE	
Relationships	<ul style="list-style-type: none"> <li>families and friendships</li> <li>safe relationships</li> <li>respecting ourselves and others</li> </ul>
Health and wellbeing	<ul style="list-style-type: none"> <li>growing and changing</li> <li>physical health and mental wellbeing</li> <li>keeping safe</li> </ul>
Living in the wider world	<ul style="list-style-type: none"> <li>belonging to a community</li> <li>media literacy and digital resilience</li> <li>money and work</li> </ul>

### Curriculum Overview

At Priory Junior School, our programme of study provides a spiral curriculum to develop knowledge, skills and attributes where prior learning is revisited, reinforced and extended year on year through the three key themes. These units are set out in a suggested order based for school terms – staff will decide upon the order of units depending on the areas of need for that class, cohort, or whole school at that time of year. Staff may also link these units to another subject or theme in the curriculum.

“Effective PSHE education should equip children and young people with the knowledge, understanding, attitude and practical skills to live healthy, safe, productive and fulfilled lives. But beyond this, PSHE education should also enable children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values they encounter now and will do in the future. PSHE education is therefore also about developing young people’s sense of identity, their capacity to relate to other people and handle setbacks.” *Quotation from Alasdair MacDonald on his review making PSHE compulsory from September 2020*

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 3	Know how to be a good friend.	Know what keeps us safe.	Know what families are like.	Know what makes a community.	Know why we should eat well and look after our health.	Know why we should keep active and sleep well.
Year 4	Know what different strengths, skills and interests we all have.	Know how to treat others with respect.	Know how we can manage our feelings.	Know how we will grow and change. (puberty)	Know how our choices can make a difference to others and the environment.	Know how we can manage risk in different places.
Year 5	Know what makes up a person’s identity.	Know what decisions people can make with money.	Know how we can help in an accident or emergency.	Know how friends can communicate safely. DAaRT	Know how drugs common to everyday life can affect health. DAaRT	Know what jobs we would like to have.
Year 6	Know how we can keep healthy as we grow.		Know how the media influence people.		Know what will change as we become more independent. (Human reproduction, babies) Know how friendships change as we grow older. (relationships, marriages, partnerships)	

**Written in RED** = sticky knowledge (taken from consultations with parents, carers, Governors, Notts CC TETC team, staff, children and the local community data)

*Italics* = Skills (Know how to)

Relationships					
	Year 2	Year 3	Year 4	Year 5	Year 6
Families and friendships	<p>Know how to make friends with others.</p> <p>Know how to recognise when they feel lonely and what they could do about it.</p> <p>Know how people behave when they are being friendly and what makes a good friend.</p> <p>Know how to resolve arguments that can occur in friendships.</p> <p>Know how to ask for help if a friendship is making them unhappy.</p>	<p>Know how <b>friendships support wellbeing</b> and the importance of seeking support if feeling lonely or excluded. <b>Emotions.</b></p> <p>Know how to recognise if others are <b>feeling lonely and excluded</b> and strategies to include them.</p> <p>Know how to talk about emotions in terms of zones – regulation.</p> <p>Know how to build good friendships, including identifying qualities that contribute to positive friendships.</p> <p>Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and <b>reconcile differences.</b></p> <p>Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>Know how people within families should care for each other and the different ways they demonstrate this.</p>	<p>Know how people's behaviour affects themselves and others, including online (mobile phone friends – safety).</p> <p>Know how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return about the relationship between rights and responsibilities.</p> <p>Know about the <b>right to privacy</b> and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).</p>	<p>Know about the different types of relationships people have in their lives. Know how friends and family communicate together; how the internet and <b>social media can be used positively.</b> (e.g. Whatsapp pressures).</p> <p>Know how to respond if a friendship is making them feel worried, unsafe or uncomfortable.</p>	<p>Know that people have different kinds of relationships in their lives, including romantic or intimate relationships.</p> <p>Know that people who are attracted to and love each other can be of <b>any gender, ethnicity or faith; the way couples care for one another.</b></p> <p>Know about the <b>reproductive organs and process</b> - how babies are <b>conceived and born</b> and how they need to be cared for. (<i>that there are ways to prevent a baby being made*</i>).</p>
Safe relationships	<p>Know how to ask for and give/not give permission regarding physical contact.</p> <p>Know how to respond if physical contact makes them uncomfortable or unsafe.</p>	<p>Know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</p> <p>Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support. <b>Stranger danger online and real life (not real friends online).</b></p>	<p>Know how to respond to aggressive or inappropriate behaviour (<b>including online and unwanted physical contact</b>) – how to report concerns. <b>So-called gaming "friends". Unkind/ not real.</b></p> <p>Know the rights that children have and why it is important to protect these. <b>consent explored and rights.</b></p>	<p>Know how knowing <b>someone online differs from knowing someone face-to-face.</b></p> <p>Know how to recognise <b>risk in relation to friendships and keeping safe.</b></p> <p>Know how to ask for help or advice and respond to pressure, inappropriate contact or concerns</p>	<p>Know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership.</p> <p>Know that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime.</p>

				about <b>personal safety</b> .	
Respecting ourselves and others	<p>Know how words and actions can affect how people feel.</p> <p>Know why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</p> <p><i>Know how to respond if this happens in different situations.</i></p> <p><i>Know how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</i></p>	<p><b>Know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</b></p>	<p>Know that everyone should feel included, respected and not discriminated against; how to respond if they witness or <b>experience exclusion, disrespect or discrimination.</b></p>	<p>Know about the types of <b>content (including images)</b> that is safe to share online; ways of seeking and <b>giving consent</b> before images or personal information is shared with friends or family.</p>	<p><b>Transition:</b></p> <p>Know how <b>puberty</b> relates to growing from childhood to adulthood.</p> <p><b>Hormones.</b></p> <p>Know how growing up and becoming more independent comes with increased opportunities and responsibilities.</p> <p><i>Know how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing.</i></p> <p><b>Gangs / knife crime at secondary / older students / being followed / being cool.</b></p> <p><b>Media/games portrayal of intimacy and pornography*.</b></p>
Vocabulary	<p>Friendship</p> <p>feeling lonely</p> <p>managing arguments</p> <p>bullying</p> <p>hurtful</p> <p>trusted</p>	<p>friendship</p> <p>positive friendships</p> <p>healthy unhealthy relationships</p> <p>blended families</p> <p>same sex parents</p> <p>step families foster families</p> <p>managing loneliness</p> <p>dealing with arguments</p>	<p>respect</p> <p>courteous behaviour</p> <p>safety</p> <p>human rights</p> <p>aggressive / inappropriate behaviour</p> <p>privacy</p> <p>consent</p>	<p>friendship</p> <p>relationships</p> <p>becoming independent</p> <p>online safety</p>	<p>changing and growing</p> <p>adulthood</p> <p>independence</p> <p>moving to secondary school</p> <p>opportunities and responsibilities</p> <p>hormones</p> <p>reproduction</p> <p>reproductive organs</p>
PoS	R10, R11, R12, R16, R17, R21, R22, R24, R25	R10, R11, R13, R14, R17, R18	R19, R20, R21, R22, R25, R27, R29, R30, R31,  H45, L2, L3, L10	R1, R18, R24, R26, R29  L11, L15	R2, R3, R4, R5, R6, R16  H24, H30, H33, H34, H35, H36,

**Health and Wellbeing**

	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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## RSHE Curriculum Progression Priory Junior School

Growing and changing	<p>Know and use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private.</p>	<p>Know about the message of consent regarding the Pantasuarus, and in/appropriate play/touch e.g smacking each others' bottoms at playtime.</p>	<p><i>Know how to <b>recognise personal qualities and individuality</b></i>  <i>Know how to develop self-worth by identifying positive things about themselves and their achievements.</i>  <b>Self-esteem/appearance.</b>          Know how personal attributes, strengths, skills and interests contribute to <b>self-esteem.</b>  <i>Know how to set goals for themselves.</i>  <i>Know how to manage when there are set backs, learn from mistakes and reframe unhelpful thinking.</i></p> <p>Know about <b>puberty and how bodies change during puberty</b>, including <b>menstruation</b> and menstrual wellbeing, erections and wet dreams. <b>(Name body parts).</b>          Know how puberty can affect emotions and <b>feelings. Hormones.</b>          Know how personal hygiene routines change during puberty.  <i>Know how to ask for advice and support about growing and changing and puberty.</i></p>	<p><i>Know how to <b>recognise and respect similarities and differences</b> between people and what they have in common with others.</i>          Know that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes).          Know how individuality and personal qualities make up someone's identity (including that <b>gender identity</b> is part of personal identity and for some people does not correspond with their biological sex).</p> <p>Know about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others. <b>(peer pressure to be a certain way).</b>  <i>Know how to challenge stereotypes and assumptions about others. (e.g Boy heavy at Priory).</i></p>	<p><i>Know how to manage the influence of friends and family on health choices.</i>          Know how <b>puberty</b> relates to growing from childhood to adulthood.  <b>Hormones. (Revise hygiene/safety messages from Yr4)</b></p>
Physical health and mental wellbeing	<p>Know that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.          Know that eating and drinking too much sugar can affect their health, including dental health.  <i>Know how to be physically active and how much rest and sleep they should have everyday.</i>          Know that there are different ways to learn and play; how to know when to take a break from screen-time.          Know how sunshine helps bodies to grow and how to keep safe and well in the sun.</p> <p><i>Know how to recognise, name and describe a range of feelings.</i></p>	<p><i>Know how to eat a <b>healthy diet and the benefits of nutritionally rich foods.</b></i></p> <p><i>Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</i></p> <p>Know how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.          Know how people make choices about what to eat and drink, including who or what influences these.          Know how, when and where to ask for advice and help about healthy eating and dental care.</p> <p>Know how regular <b>physical activity</b></p>	<p>Know how everyday things can affect <b>feelings. (Zones of regulation).</b>  <b>Know how feelings change over time and can be experienced at different levels of intensity. (Zones of regulation).</b></p> <p>Know the importance of expressing feelings and how they can be expressed in different ways.</p> <p><i>Know how to respond proportionately to, and manage, feelings in different circumstances.</i></p> <p>Know the ways of managing feelings <b>at times of loss, grief and change.</b></p>	<p>Know how drugs common to everyday life (including <b>smoking/vaping - nicotine, alcohol, caffeine and medicines</b>) can affect health and wellbeing.</p> <p>Know why people choose to use or not use different drugs.</p> <p>Know how people can prevent or reduce the risks associated with them.</p> <p>Know that for some people, drug use can become a habit which is difficult to break.</p>	<p>Know how mental and physical health are linked.          Know how positive friendships and being involved in activities such as clubs and community groups support wellbeing.  <i>Know how to make choices that support a healthy, balanced lifestyle including:</i>  <i>Know how to plan a healthy meal</i>  <i>Know how to stay physically active.</i>  <i>Know how to maintain good dental health, including oral hygiene, food and drink choices</i>  <i>how to benefit from and stay safe in the sun.</i>  <b>Know how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep.</b></p>

	<p>Know what helps them to feel good, or better if not feeling good.</p> <p>Know how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group).</p> <p>Know how feelings can affect people in their bodies and their behaviour.</p> <p><i>Know how to manage big feelings and the importance of sharing their feelings with someone they trust.</i></p> <p><i>Know how to recognise when they might need help with feelings and how to ask for help when they need it.</i></p>	<p>benefits bodies and feelings.</p> <p><i>Know how to be active on a daily and weekly basis - how to balance time online with other activities.</i></p> <p><i>Know how to make choices about physical activity, including what and who influences decisions.</i></p> <p>Know how the lack of physical activity can affect health and wellbeing.</p> <p><b>Know how lack of sleep can affect the body and mood and simple routines that support good quality sleep.</b></p> <p><i>Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</i></p>			<p><i>Know how to make choices that support a healthy, balanced lifestyle including:</i></p> <p><i>Know how to plan a healthy meal.</i></p> <p><i>Know how to stay physically active.</i></p> <p><i>Know how to maintain good dental health, including oral hygiene, food and drink choices.</i></p> <p><i>Know how and why to balance time spent online with other activities.</i></p>
Keeping safe	<p>Know how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online).</p> <p><i>Know how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</i></p> <p><i>Know how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</i></p> <p>Know how not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</p> <p><i>Know how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across</i></p>	<p><i>Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe. <b>Road safety, home safety.</b></i></p> <p>Know how to help keep their body protected and safe, e.g. wearing a <b>seatbelt, road safety.</b> protective clothing and stabilizers</p> <p>Know that their <b>body belongs</b> to them and should not be hurt or touched without their <b>permission/consent</b>; what to do and who to tell if they feel uncomfortable.</p> <p>Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</p> <p><i>Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches,</i></p>	<p><i>Know how to access advice and support to help manage their own or others' feelings.</i></p> <p><i>Know how to recognise, predict, assess and manage risk in different situations.</i></p> <p><i>Know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/fireworks safety; sun safety and the safe use of digital devices when out and about).</i></p> <p>Know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</p> <p>Know how people's online actions can impact on other people.</p> <p><i>Know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</i></p> <p><i>Know how to report concerns, including about inappropriate online</i></p>	<p><i>Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</i></p> <p>Know that if someone has experienced a head injury, they should not be moved.</p> <p>Know when it is <b>appropriate to use first aid</b> and the importance of seeking adult help.</p> <p>Know how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use.</p> <p><i>Know how to ask for help from a trusted adult if they have any worries or concerns about drugs.</i></p> <p>Know that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal.</p> <p>Know how laws surrounding the use of drugs exist to protect them and others.</p>	<p>Know that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one.</p> <p><i>Know how to benefit from and stay safe in the sun.</i></p>

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	<i>something that scares or concerns them.</i>	<i>grazes, burns.</i> Know what to do in <b>an emergency</b> , including calling for help and speaking to the emergency services.	<i>content and contact. (online "friendships").</i> Know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is <b>anti-social or against the law.</b>		
Vocabulary	keeping safe recognising risk rules protection unsafe risky concerns trusted adult feelings mood times of change loss growing up	Keeping safe home / school bodies hygiene medicines hazards household products healthy living eating well dental care balance diet fluoride	Self-esteem self-worth individuality personal qualities goalsetting managing setbacks regulation zones grief loss bereavement feelings and emotions expression of feelings behaviour puberty vagina penis menstruation hormones reproductive organs Anti-social behaviour Local area safety Road safety	Identity personal attributes and qualities similarities and differences individuality stereotypes protected characteristics prejudice discrimination biological sex Basic first aid accidents dealing with emergencies drugs, alcohol, tobacco healthy habits	Looking after ourselves growing up becoming independent taking more responsibility balanced diet lifestyle
PoS	H28, H29, H30, H31, H32, H34, H1, H2, H3, H4, H8, H9 H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27 R14, R16, R18, R19, R20 L1, L9	H1, H2, H3, H4, H5, H6, H11, H14, H9, H10, H26, H39, H30, H40, H42, H43, H44,  R25, R26, R28, R29	H27, H28, H29, H17, H18, H19, H20, H23, H31, H32, H34, H12, H37, H38, H41, H42, H47,  R12, R15, R23, R24, R28, R29,  L1, L5, L15 L25	H25, H26, H27, H43, H44, H1, H3, H4, H46, H47, H48, H50  R32,  L9	H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46,  R10

### Living in the Wider World

	Year 2	Year 3	Year 4	Year 5	Year 6
Belonging to a community	Know the responsibilities they have in and out of the classroom. Know how people and animals need to be looked after and cared for. Know what can harm the local and global environment; how they and others can help care for it.	Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups. Know what is <b>meant by a diverse community.</b> Know how different groups make up the wider/local community around the school. Know how the community helps everyone to feel included and values.	Know how people have a <b>shared responsibility to help protect the world</b> around them. Know how everyday choices can affect the <b>environment.</b> <i>Know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</i> <i>Know how to show care and concern for others (people and animals).</i>		

	<p>Know how people grow and change and how people's needs change as they grow from young to old.</p> <p><i>Know how to manage change when moving to a new class/year group.</i></p>	<p>Know the different contributions that people make.</p> <p><i>Know how to <b>be respectful towards people who may live differently to them.</b></i></p>	<p>Know how to carry out <b>personal responsibilities</b> in a caring and compassionate way. <b>Empowerment.</b></p>		
<p>Media literacy and digital resilience</p>	<p>Know how people use the internet and digital devices in their jobs and everyday life.</p>				<p>Know how the media, including online experiences, can affect people's wellbeing – <b>their thoughts, feelings and actions.</b></p> <p>Know that not <b>everything should be shared online or social media</b> and that there are rules about this, including the distribution of images. <b>Consent.</b></p> <p>Know that mixed messages in the media exist (including about health, the news and different groups of people) and that these <b>can influence opinions and decisions.</b></p> <p>Know how text and images can be manipulated or invented; strategies to recognise this.</p> <p><b>Grooming (real-life/ online), flattery, strangers, sharing content – consent, pressure, racialisation.</b></p> <p><i>Know how to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts. <b>Fake news.</b></i></p> <p><i>Know how to recognise unsafe or suspicious content online and what to do about it.</i></p> <p>Know how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them.</p> <p><b>Grooming/ radicalisation.</b></p> <p><i>Know how to make decisions about the content they view online or in the media and know if it is appropriate for their age range.</i></p> <p><i>Know how to respond to and if necessary, report information viewed</i></p>

					<p>online which is upsetting, frightening or untrue.</p> <p>Know how to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have.</p> <p>Know how to discuss and debate what influences people's decisions, taking into consideration different viewpoints. <i>Local/national crime.</i></p>
<p>Money and work</p>	<p>Know how jobs help people earn money to pay for things they need and want.</p> <p>Know about a range of different jobs, including those done by people they know or people who work in their community.</p> <p>Know how people have different strengths and interests that enable them to do different jobs.</p> <p>Know what money is - that money comes in different forms.</p> <p>Know how money is obtained (e.g. earned, won, borrowed, presents).</p> <p>Know how people make choices about what to do with money, including spending and saving.</p> <p>Know the difference between needs and wants - that people may not always be able to have the things they want.</p> <p><i>Know how to keep money safe and the different ways of doing this.</i></p>		<p>Know what people choose to buy or <b>spend money</b> on can affect others or the <b>environment</b> (e.g. Fairtrade, single use plastics, giving to charity).</p>	<p>Know how people make decisions about spending and saving money and what influences them. <b>Their future.</b></p> <p><i>Know how to keep track of money so people know how much they have to spend or save. <b>Priory Bank.</b></i></p> <p>Know how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans).</p> <p><i>Know how to recognise what makes something 'value for money' and what this means to them.</i></p> <p>Know that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</p> <p>Know that there is a <b>broad range of different jobs</b> and people often have more than one during their careers and over their lifetime that some jobs are paid more than others and some may be voluntary (unpaid).</p> <p>Know about the skills, <b>attributes, qualifications and training needed for different jobs. Aspirations.</b></p> <p>Know that there are different ways into jobs and careers, including college, apprenticeships and university.</p>	



				<p>Know how people choose a career/job and what influences their decision, including skills, interests and pay.  <i>Know how to question and challenge stereotypes about the types of jobs people can do. (Link to key workers/Covid).</i></p> <p>Know how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</p>	
Vocabulary	<p>People            jobs            money            role of the internet</p>	<p>Community            belonging to groups            similarities differences            respect for others            celebrate            diversity</p>	<p>Caring protect duty            For others            environment            people animals            responsibilities            making choices            decisions            fairtrade            empowerment</p>	<p>Money            making decisions            spending and saving            investments            overdraft interest            careers            aspirations            qualifications            university degree A-levels            rolemodels            future</p>	<p>Media literacy            evaluate            targeted            digital resilience            influence            decision-making            online safety            manipulation            grooming            flattery – safe / unsafe real / not real            radicalisation</p>
PoS	L15, L16, L17, L7, L8	L6, L7, L8  R32, R33	L4, L5, L19  R34	L17, L18, L20, L21, L22, L24 L26, L27, L28, L29, L30, L31, L32  R34	L11, L12, L13, L14, L15, L16, L23  H49, R34