



Our Lady Catholic School Curriculum – Progression Grids for the Relationships, Sex, Health and Emotional (RSHE) Curriculum

The RSHE curriculum is taught using the ‘Ten:Ten Life to the full’ package. For Curriculum progression see ‘Life to the full progression’ document

Unit/Topic	New vocabulary				Skills				OLS opportunities
	EY	KS1	LKS2	UKS2	EY	KS1	LKS2	UKS2	
Created and loved by God <ul style="list-style-type: none"> Religious understanding Me, my body and my health Emotional well-being Life cycles 	Individual Healthy Unhealthy Balance Talent Skills Life cycle	Male Female Trust Penis Vagina	Similar Different Growth Respect Tolerance Resilience Envy Insecurity Puberty	Personal hygiene Personal care Menstruation (year 6)	Communication Listening Empathy Kindness Tolerance Respect Teamwork Decision making Resilience Confidence Independence Positive thinking Growth mind set Global citizenship Empowerment				Wellbeing buddy Trusted adult Parent talks Mental health week Brain breaks Police services visit School PSCO Local fire services visit Enterprise week E-safety week Safer internet day Jepecca coaching (Y4 up) Specialist emotional and wellbeing teaching assistant Year R buddies- Year 6 Y6 Chaplaincy team Child led liturgies Prayer leaders Playground leaders School council Eco council Learning ambassadors
Created to love others <ul style="list-style-type: none"> Religious understanding Personal relationships Keeping safe 	Online safety Private Personal Safe Unsafe	Friendship Relationship Forgive Secret Positive Negative Medicine/ drugs Emergency services	Responsibility Contact Rights and respect	Pressure Peer pressure Substance Abuse First aid					
Created to live in community <ul style="list-style-type: none"> Religious understanding Living in the wider world 	Community Harm Danger Safety	Community Global community Nation Care	Generosity	Global citizen Micro community					

By the end of Primary School:	
Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 marriage 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.