



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in RSHE



Assessment tasks for each module are built into this spiral curriculum and will show progression in knowledge and skills.

	EYFS	Y1	By the end of Y2 (KS1)	Y3	By the end of Y4 (lower KS2)	Y5	By the end of Y6 (upper KS2)
Religious Understanding across Modules 1-3 (unit 1 underpins all modules/units) OTHER UNITS TO INCLUDE, which just focus on religious understanding (not listed below)	Children will understand: *They are created individually by God as part of His creation plan *As God's child, they are very special (have dignity) *Their body (created by God) is good <i>Handmade with love (1.1.1)</i> <i>Role Model (2.1.1)</i> <i>God is love (3.1.1)</i> <i>Loving God, loving others (3.1.2)</i>	<i>Y1,3 and 5 to look at elements from near year groups</i> <i>Let the children come (1.1.1)</i> <i>Who is my neighbour? (3.1.2)</i>	Children will understand: *They are created individually by God as part of His creation plan *God has created them to be in relationship with Him *God has created them to know, love and serve Him; this will bring happiness *They are created as a unity of body, mind and spirit: who they are and what they do matters <i>God loves you (2.1.1)</i> <i>Three in one (3.1.1)</i>	<i>The Sacraments (1.1.2)</i> <i>Trinity House (some elements) (3.1.1)</i>	Children will understand: *They are created individually by God, who is Love; designed in His own image and likeness *God made each with the desire to be loved and to love; each has a purpose to fulfil (vocation) *Every human life is precious, from conception to natural death *Personal and communal prayer and worship are necessary ways of growing in one's relationship with God *That in Baptism, God makes them His adopted children and receivers of his love *That receiving the Sacraments helps them to develop healthy relationships with others <i>Designed for a purpose (1.1.1)</i> <i>Jesus, my friend (2.1.1)</i> <i>Trinity House (some elements) (3.1.1)</i> <i>What is the Church? (3.2.1)</i>	<i>Calming the Storm (1.1.1)</i> <i>Is God calling you? (2.1.1)</i> <i>The Trinity (3.1.1)</i> <i>Catholic Social teaching (3.1.2)</i> <i>*Make links to CAFOD or Mission Together projects</i>	Children will understand: *They are created individually by God, who cares for them and wants them to put their faith in him *Physically becoming an adult is a natural phase of life *About changes in puberty
Module-1: Created & loved by God Me, my body, my health (unit 2) <i>*See above also for elements of religious understanding</i>	Children can: *Articulate what makes them unique (<i>I am Me 1.2.1</i>) *Name body parts (not genitalia) (<i>Heads, shoulders, knees and toes 1.2.2</i>) *Say what constitutes a healthy lifestyle i.e. the importance of diet, exercise, sleep & personal hygiene (<i>Ready teddy 1.2.3</i>)	Children can: *Name body parts, including genitalia, and describe how girls and boys can be similar & are different (<i>Girls and Boys 1.2.2</i>)	Children can: *Know importance of looking after our body i.e. physical activity; maintaining personal hygiene, including dental health; healthy eating; rest, recreation and sleep (<i>Clean and Healthy 1.2.3 & 1.2.4</i>)	Children can: *Recognise people are unique (with different God-given talents) and say how such similarities and differences can be important in a team or community (<i>We don't have to be he same 1.2.1</i>) *Explain ways to look after and respect their body as a gift from God (<i>Respecting our bodies 1.2.2</i>)	Children can: *Explain what puberty is and when it takes place. (<i>What is puberty? 1.2.3</i>) *Name genitalia correctly and explain what happens to girls and boys during puberty (<i>Changing bodies 1.2.4</i>)	Children can: *Discuss importance of good choices impacting on health (rest & sleep; exercise; personal hygiene; moderation in using electronic devices) (<i>Gifts and Talents 1.2.1</i>) *Explain how humans are different to other animals *Describe changes girls and boys experience during puberty *Appreciate & discuss the importance of respecting their body (modesty; appropriate boundaries) (<i>Girls' bodies (1.2.2) & Boys' bodies (1.2.3)</i>)	Children can: *Discuss importance of good choices impacting on health (need for rest & sleep; exercise; personal hygiene; moderation in using electronic devices) (<i>Spots and Sleep 1.2.4</i>)



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in RSHE



	EYFS	Y1	By the end of Y2 (KS1)	Y3	By the end of Y4 (lower KS2)	Y5	By the end of Y6 (upper KS2)
Emotional well-being (unit 3) <i>*See above also for elements of religious understanding</i>	*Articulate likes and dislikes & respect that we all have different tastes *Talk about similar needs and that it is natural to relate and trust others (<i>I like, you like, we all like 1.3.1</i>) *Describe their own feelings and experiences *Begin to consider the feelings of others (<i>Good feelings, bad feelings 1.3.2</i>) *Develop simple strategies for managing emotions and behaviour *Understand choices have consequences and the importance of saying sorry and forgiveness (<i>Let's get real 1.3.3</i>)	*Appreciate we have different likes & dislikes, but similar needs (<i>to be loved; respected; kept safe</i>) (<i>Feelings, likes & dislikes 1.3.1</i>)	*Understand difference between feelings and actions, and importance of choosing to respond positively (<i>Feelings inside out 1.3.2</i>) *Know what to do when mistakes are made (<i>saying sorry; forgiving others</i>) and why it is important (<i>Super Susie gets angry 1.3.3</i>)	*Say what emotional well-being is and give examples of ways to help look after their own emotional well-being, including knowing who they can talk to *Understand & explain how hormonal changes in puberty can impact on emotions (<i>What am I feeling? 1.3.1</i>)	*Recognise that images in the media do not always reflect reality <u>and</u> appreciate the impact this can have on some people & their feelings about themselves (<i>What am I looking at? 1.3.2</i>) *Identify behaviour that is wrong, unacceptable, unhealthy & risky *Realise that thankfulness can help to build resilience against negative feelings and pressure from peers & the media (<i>I am thankful 1.3.3</i>)	*Understand range and intensity of feelings, and appreciate these may not be good guides for actions (<i>Peculiar feelings 1.3.2 & Emotional Changes 1.3.3</i>) *Discuss behaviour that is wrong, unacceptable, unhealthy & risky (<i>Peculiar feelings 1.3.2</i>) *Describe hormonal effects on emotions and ways to look after one's emotional well-being (<i>including access to trusted adults</i>) (<i>Emotional Changes 1.3.3</i>)	*Recognise that images in the media do not always reflect reality <u>and</u> explain the impact this can have on some people & their feelings about themselves *Describe ways to help to build resilience against negative feelings and pressure from peers & the media (<i>Body image 1.3.1</i>) *Recognise differences between harmful and harmless videos and online images *Explain the impact of negative media and discuss ways to combat and deal with it (<i>Seeing stuff online 1.3.4</i>)
Life cycles (unit 4) <i>*See above also for elements of religious understanding</i>	*Identify natural life stages (from birth to death) (<i>Growing up 1.4.1</i>)	*Know and appreciate the natural stages of life (from birth to death) (<i>The Cycle of Life 1.4.1</i>)	*Know and appreciate the natural stages of life (from birth to death) (<i>The Cycle of Life 1.4.1</i>)		*Describe how a baby grows from conception in the mother's womb (<i>Life cycles 1.4.1</i>) <i>N.B. Sexual intercourse is NOT introduced at this point & parents should be made aware of this in teacher's topic plan sent to parents</i>	*Understand the nature and role of menstruation in the fertility cycle and realise that fertility is involved in the start of life *Know practical ways to manage the onset of menstruation (<i>Menstruation 1.4.3</i>)	*Explain how a baby develops and grows in its mother's womb (<i>Making babies (1) 1.4.1</i>) *Know some scientific facts about sexual intercourse between a man and a woman *Appreciate the emotional, moral and spiritual implications of sexual intercourse *Know the Christian viewpoint: that sexual intercourse should be saved for marriage (<i>Making babies (2) 1.4.2</i>)



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in RSHE



	EYFS	Y1	By the end of Y2 (KS1)	Y3	By the end of Y4 (lower KS2)	Y5	By the end of Y6 (upper KS2)
Module-2: Created to love others Personal relationships (unit 2) <i>*See above also for elements of religious understanding</i>	*Identify special people in their lives *Discuss importance of family (nuclear & wider) & being able to trust and confide in 'special people' (e.g. if something troubles them) <i>(Who's Who? 2.2.1)</i> *Recognise appropriate and inappropriate behaviour (e.g. teasing & bullying are inappropriate) <i>(You've got a friend in me 2.2.2)</i> *Recognise unkindness in self and others and how to respond: saying sorry and forgiving <i>(Forever Friends 2.2.3)</i>	*Identify and explain why some people are special in their lives *Say why family is important and why it is valuable to have special people we can trust and confide in <i>(Special People 2.2.1)</i> *Appreciate importance of saying sorry to mend friendships <i>(God loves you 2.1.1)</i>	*Say how their behaviour can impact on others and give examples of positive and negative relationships e.g. <i>different types of teasing and bullying (Treat others Well 2.2.2)</i> *Recognise when to say sorry (to others and to God) and how to respond when others are unkind to them <i>(and Say Sorry 2.2.3)</i>	*Describe ways to maintain god relationships and know strategies to use when things go wrong *Describe what makes a good and equal friendship <i>(Friends, family and others 2.2.1)</i>	*Understand and recognise the importance of Jesus' teaching on forgiveness and reconciliation and describe how it can affect their relationships <i>(Jesus, my friend 2.1.1)</i> *Recognise different types of relationships: <i>acquaintances, friends, relatives and family</i> *Articulate the difference between a group of friends and a clique <i>(Friends, family and others 2.2.1)</i>	*Describe different forms of pressure and discuss strategies to resist <i>(Under pressure 2.2.1)</i> *Articulate what consent and bodily autonomy means and explain when it is needful to say 'no' <i>(Do you want a piece of cake? 2.2.2)</i> *Appreciate how our own negative thoughts and feelings (and pressures we put ourselves under) can impact on our well-being, how we relate to the world and others, and know some strategies to help our well-being <i>(Self-talk 2.2.3)</i> Cognitive Behaviour Therapy strategies (CBT): positive self-talk Thoughts-Feelings-Actions	
Keeping safe (unit 3) <i>*See above also for elements of religious understanding</i>	*Recognise safe/unsafe situations (inside; outside & online) and who to ask for help <i>(Safe inside and out 2.3.1)</i> *Know they are entitled to bodily privacy and who they can trust if something troubles them ('special' people) <i>(My Body, my Rules 2.3.2)</i> *Recognise medicines are not sweets & should only be administered by a doctor or parent/trusted adult <i>(Feeling Poorly 2.3.3)</i> *Talk about jobs of some people who help in a medical emergency (e.g. paramedics) *Know importance of first aid in non-emergency situations or when waiting for an ambulance <i>(People who help us 2.3.4)</i>	*Identify what is safe/unsafe online and know who to talk to if they feel uncomfortable <i>(Being Safe 2.3.1)</i> *Recognise the difference between a good and bad secret and know they should tell a trusted grown up if anything troubles them *Know what to do (how to resist pressure) if they feel unsafe <i>(Good secrets, bad secrets 2.3.2)</i> *Know they are entitled to bodily privacy and be able to name someone they can trust if something troubles them (ref NSPCC PANTS) <i>(Physical contact 2.3.3)</i> *Say what to do in an emergency <i>(dial 999 and who to ask for)</i> *Understand and know some basic principles of First Aid <i>(Can you help me 2.2.5)</i>	*Identify what is safe/unsafe online and know who to talk to if they feel uncomfortable <i>(Being Safe 2.3.1)</i> *Recognise the difference between a good and bad secret and know to tell a trusted grown up if anything troubles them *Say what to do (how to resist pressure) if they feel unsafe <i>(Good secrets, bad secrets 2.3.2)</i> *Know they are entitled to bodily privacy and can name someone they can trust if something troubles them (ref NSPCC PANTS) <i>(Physical contact 2.3.3)</i> *Explain that medicines are drugs, but that not all drugs are good for us *Say why alcohol and tobacco are harmful substances <i>(Harmful Substances 2.3.4)</i>	*Explain how to use technology <i>responsibly and appropriately</i> to keep themselves and others safe <i>(Sharing online 2.3.1; Chatting online 2.3.2)</i> *Say who they can trust and turn to if they feel unsafe <i>(Safe in my body 2.3.3)</i>	*Identify what is good or bad to watch, hear or say online *Explain how to report or get help if encountering inappropriate material or messages online <i>(Sharing online 2.3.1; Chatting online 2.3.2)</i> *Recognise and describe what is acceptable contact and describe examples/characteristics of 3 types of abuse: <i>physical emotional and 'abuse of private parts'</i> which are not acceptable <i>(Safe in my body 2.3.3)</i>	*Recognise and describe ways to use technology responsibly and safely <i>(what we watch, hear, say and do)</i> and explain how to get help if encountering inappropriate materials or messages <i>(Sharing isn't always caring 2.3.1)</i> *Explain what cyberbullying means and feels like for victims, and how to get help <i>(Cyberbullying 2.3.2)</i> *Recognise the difference between acceptable and unacceptable physical contact and explain ways to respond <i>(including importance of access to trusted adults)</i> <i>(Types of abuse 2.3.3)</i> *Understand and describe effects of a range of substances <i>(including drugs, alcohol and tobacco)</i> on the body and discuss choices that can positively impact on health <i>(Impacted lifestyles 2.3.4)</i>	



St Mary's Catholic Primary School, Churchdown Progression of Knowledge & Skills in RSHE



							*Give examples of how they may come under pressure to take drugs, alcohol or tobacco. *Recognise their entitlement to say ‘no’ and discuss/explain why this is important <i>(Making good choices 2.3.5)</i> *Know and demonstrate the recovery position and understand how it is used when a person is unconscious, but breathing *Demonstrate knowledge of DR ABC – <i>a primary survey</i> - to determine help needed in an emergency situation <i>(Giving assistance 2.3.6)</i>
<u>Module-3:</u> <u>Created to</u> <u>live in</u> <u>community</u> <i>Living in the wider world (unit 2)</i> <i>*See above also for elements of religious understanding</i>	*Recognise some of the communities to which they belong <i>(home; school; parish etc)</i> *Recognise why they should help at home *Understand why we all have a duty of care for others and for our world <i>(charity work; recycling etc)</i> *Talk about examples of what harms and what improves our world <i>(Me, you, us 3.2.1)</i>	*Reflect on, and say what it means to be a good neighbour *Give examples of different communities and say what is important for a community to flourish <i>(i.e. love; help; work together)</i> <i>(Who is my neighbour 3.1.2)</i>	*Appreciate that being made ‘in God’s image’ means we have a calling to be loved and to love and serve others <i>(Three in one – formerly ‘Trinity House module 3.1.1)</i> *Name different communities they belong to and explain how they can help <i>(at home)</i> *Talk about the importance of caring for our global community <i>(The Communities we live in 3.2.1)</i>	*Recognise some communities to which they belong, <i>and</i> the rights and responsibilities that come with it <i>(Living in the wider world 3.2.1)</i>	*Describe how people can harm the local and global community <i>(people and places)</i> and how they might work to improve it <i>(Living in the wider world 3.2.1)</i> <i>*Make links to the Church’s promotion of social justice – e.g. ref CAFOD or Mission Together projects</i>	*Discuss ways to apply principles of Catholic social teaching to some current issues *Identify some ways to spread God’s love in their community <i>(Reaching Out 3.2.1)</i> <i>*Make links to Laudato Si (Cafod) Live Simply award work, Mission Together</i>	

Useful links for Social Justice teaching (Module 3: Created to live in community)

<https://cafod.org.uk/Education/Primary-teaching-resources>

<https://missiontogether.org.uk/teaching-resources/>