St. Mary's Catholic Primary School:

Progression of RSHE

- Theme 1 - Created and loved by God (this explores the individual)

The Christian imperative to love self, made in the image and likeness of God, shows an understanding of the importance of valuing and understanding oneself as the basis for personal relationships.

Education in virtue (see below)
- Religious understanding of the human person: loving myself
- Me, my body and my health
- Emotional well-being and attitudes - Life cycles and fertility

- Theme 2 - Created to love others (this explores an individual's relationships with others)

God is love. We are created out of love and for love. The command to love is the basis of all Christian morality.

Education in virtue (see below)
- Religious understanding of human relationships: loving others
- Personal relationships
- Keeping safe and people who can help me

- Theme 3 - Created to live in community – local, national & global (this explores the individual's relationships with the wider world)

Human beings are relational by nature and live in the wider community. Through our exchange with others, our mutual service and through dialogue, we attempt to proclaim and extend the Kingdom of God for the good of individuals and the good of society.

Education in virtue (see below)
- Religious understanding of the importance of human communities
- Living in the wider world

Each theme covers the core strands of 'Education in Virtue' and 'Religious Understanding' as well as strands which cover the PSHE content of the theme.

Christian Virtue and RSE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge because of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition, but they are also, of course, fundamental human virtues which are universally shared.

Theme 1 – Created and Loved by God Education in Virtue	
EYFS and KS1	In a Catholic school, pupils are growing to be: - Respectful of their own bodies and character - Appreciative for blessings - Grateful to others and to God - Patient when they do not always get what they want
KS2	In a Catholic school, pupils are growing to be: - Respectful of their own bodies, character and giftedness - Appreciative for blessings - Grateful to others and to God - Self-disciplined and able to delay or forego gratification for the sake of greater goods - Discerning in their decision making - Determined and resilient in the face of difficulty - Courageous in the face of new situations and in facing their fears

Theme 2 – Created to love others Education in Virtue	
EYFS and KS1	In a Catholic school, pupils are growing to be: - Friendly, able to make and keep friends - Caring, attentive to the needs of others and generous in their responses - Respectful of others, their uniqueness, their wants and their needs - Forgiving, able to say sorry and not hold grudges against those who have hurt them - Courteous, learning to say 'please' and 'thank you' - Honest, able to tell the difference between truth and lies
KS2	In a Catholic school, pupils are growing to be: - Loyal, able to develop and sustain friendships - Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble - Respectful, able to identify other people's personal space and respect the ways in which they are different - Forgiving, developing the skills to allow reconciliation in relationships - Courteous in their dealings with friends and strangers - Honest, committed to living truthfully and with integrity

Theme 3 – Created to live in community (local, national and global) Education in Virtue	
EYFS and KS1	In a Catholic school, pupils are growing to be: - Just and fair in their treatment of other people, locally, nationally and globally - People who serve others, locally, nationally and globally - Active in their commitment to bring about change
KS2	In a Catholic school, pupils are growing to be: - Just, understanding the impact of their actions locally, nationally and globally - Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally - Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally

By the end of their time at St. Mary's, pupils are expected to understand:

Relationships	
Families and people who care for me	- that families are important for pupils 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 pupils 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 pupils'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 pupils's security as they grow up. - that marriage (see note below) 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 peers, friends 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 pupils 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.

By the end of their time at St. Mary's, pupils are expected to understand:

Physical Health and Mental Wellbeing	
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 pupils and that it is very important for pupils 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 harm	- 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 & Fitness	-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. - 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 peers, friends and adults.
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 & Tobacco	- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health & 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.