

RELATIONSHIPS, SEX & HEALTH EDUCATION (RSHE)

Subject Rationale - RSHE

Our RSHE curriculum is designed to transition our children into happy and successful adults that have the self-confidence to make informed decisions about their life choices, in order to maintain positive mental and physical wellbeing. We endeavour to help our children develop a sense of self; self-esteem, self-responsibility and appreciation of the value of self-respect, consent and dignity. Alongside this, we encourage our children to consider sensitively the needs of others, the value of loyalty and the acceptance of responsibility within society, looking at all aspects of diversity in an inclusive and non-judgemental way.

Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY)

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	RE1
	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	RE2
	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	RE3
	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	RE4
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	RE5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	RE6
Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	RE7
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	RE8
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	RE9
	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	RE10
	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.	RE11

Long Term Overview - RELATIONSHIPS EDUCATION (STATUTORY)

By the end of Primary School pupils should know:

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Long Term Overview - HEALTH EDUCATION (STATUTORY)

By the end of Primary School pupils should know:

Mental Wellbeing Relations	That mental wellbeing is a normal part of daily life, in the same way as physical health	HE14
	The conventions of courtesy and manners	
	That there is a normal range of emotions (eg. Happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different self-respect and situations	HE15
	That in recognition and will also society there are expectations of greater respect for children and that in turn when talking about their respect to others, including those in positions of authority	HE16
	About different types of bullying and feeling and how they are impacted by reporting, as and by those who standers (primarily reporting bullying to an adult) and how to get help	HE17
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness	HE18
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	HE19
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	HE19
	The importance of permission seeking and giving in relationships with friends, peers and adults	
Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	HE7	
Online Relationships	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing	RE20
	That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online including when we are at home or someone else's mental wellbeing or ability to control their emotions (including issues arising online)	RE21
	It is common for people to experience mental ill health. For many people, when the problems can be resolved if the right support is made available, especially if accessed early enough	RE22
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	RE23
	That for most people the internet is an integral part of life and has many benefits	HE11
Internet Safety and Being Safe Harms	About the benefits and 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	HE12
	How to consider the effect of appropriate actions on others and how to recognise and display respectful behaviour online and the importance of keeping personal information private	RE25
	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	RE26
	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	RE27
	How to be safe online and support family members including understanding that, if a link is found that they do not know, it is ranked, selected and targeted	RE28
	How to recognise and report feelings of being unsafe or feeling bad about any adult	RE29
	Where and how to report concerns and get support with issues online	HE17
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	RE30
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	RE31
	Where to get advice eg. Family, school and/or other sources	RE32

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Long Term Overview - HEALTH EDUCATION (STATUTORY)

By the end of Primary School pupils should know:

Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle	HE18
	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	HE19
	The risks associated with an inactive lifestyle (including obesity)	HE20
	How and when to seek support including which adults to speak to in school if they are worried about their health	HE21
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content)	HE22
	The principles of planning and preparing a range of healthy meals	HE23
	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg. The impact of alcohol on diet or health)	HE24
1*	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking	HE25
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body	HE26
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer	HE27
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn	HE28
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	HE29
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	HE30
	The facts and science relating to allergies, immunisation and vaccination	HE31
First Aid	How to make a clear and efficient call to emergency services if necessary	HE32
	Concepts of basic first aid, for example dealing with common injuries, including head injuries	HE33
2*	Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes	HE34
	About menstrual wellbeing including the key facts about the menstrual cycle	HE35

*1 **Drugs, Alcohol and Tobacco**

*2 **Changing Adolescent Body**

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Long Term Overview - SEX EDUCATION (NON-STATUTORY)		
Taken from statutory Secondary requirements but content <i><u>underlined and in italics</u></i> will not be explored at Primary phase.		
Intimate and Sexual Relationships	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.	SE1
	That there are choices in relation to pregnancy (<i><u>with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.</u></i>)	SE2
	The facts about <i><u>the full range of</u></i> contraceptive choices, <i><u>efficacy and options available.</u></i>	SE3
	That they have a choice to delay sex or to enjoy intimacy without sex.	SE4
	That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	SE5
	The facts around pregnancy <i><u>including miscarriage.</u></i>	SE6

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Skills Progression Mapping – RSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families & People who Care for Me	<ul style="list-style-type: none"> Explain why families are important and how they help children as they grow up (RE1, RE2) Describe own family and how it is similar and different to others (RE3) Show respect for other people's families (RE3) List people that support and care for them in life (RE4) 	<ul style="list-style-type: none"> Show respect for other people's families (RE3) Describe some different ways that people in families show that they love and care for one another (RE3) Describe some ways that people in families make each other feel safe and secure (RE1) List people to speak to if someone or something in their family is making them feel unhappy or unsafe (RE6) 	<ul style="list-style-type: none"> Understand families come in all different varieties and can explain how these are similar or different to their own (RE3) Know what marriage is and why people might choose to get married (RE5) 	<ul style="list-style-type: none"> Understand that there are a range of different families and partnerships in society (RE3) Describe some things that people in families do to make their family life happy and healthy (RE2) 	<ul style="list-style-type: none"> Identify behaviours that are not healthy or safe in family relationships (RE2, RE6) Name people who can help unhappy in their family (RE6) 	<ul style="list-style-type: none"> Understand fairness in relationships (RE2) Know civil partnerships and marriages are commitments that people in stable, loving relationships choose to make (RE4, RE5) Explain the laws around marriage and civil partnerships (RE5) Know that forcing anyone to marry is a crime (RE5) Understand that support is available to protect and prevent people being forced into marriage (RE5)
Caring Friendships	<ul style="list-style-type: none"> State a range of reasons why friendships are important (RE7) Demonstrate some of the skills needed to make friends and maintain friendships. (RE8, RE19) 	<ul style="list-style-type: none"> Describe qualities of a good friend (RE8) Demonstrate some positive friendship skills including; sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19) Know why positive friendship skills are important in friendships (RE8, RE19) 	<ul style="list-style-type: none"> Understand sometimes there are problems within friendships (RE10) Demonstrate strategies to resolve friendship problems (RE10) Explain how someone might feel if they are left out (RE9) Demonstrate how to include people in friendships (RE9) 	<ul style="list-style-type: none"> Describe and demonstrate some features of healthy friendships (RE8) Describe some qualities of a trustworthy person and a trusting relationship (RE11) 	<ul style="list-style-type: none"> Say what makes them a good friend (RE8) Describe qualities that they value in a friend (RE8) Resolve differences effectively (RE10) 	<ul style="list-style-type: none"> Understand relationships may change over time and that new relationships and friendships can develop (RE7) Demonstrate skills needed to make new friends and manage changing friendships (RE10, RE11) Make others feel included (RE9)

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Skills Progression Mapping – RSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful Relationships	<ul style="list-style-type: none"> Describe what a relationship is and give examples of the relationships they are involved in (RE13) Describe the ways they are similar and different to others (RE12) Know what respect is and demonstrate it in the classroom (RE12) Describe how people show respect and disrespect (RE12) Understand how disrespectful behaviour can hurt others (RE17) Demonstrate courtesy and manners in school (RE14) 	<ul style="list-style-type: none"> Describe what bullying is and why it is wrong (RE17) Recognise people may be similar and different to them in lots of ways including ethnicity, faith and family background (RE12) Explain why difference is something to be celebrated (RE12) Demonstrate how to show respect for others (RE12) Explain what a stereotype is (RE18) 	<ul style="list-style-type: none"> Describe what bullying is and the harm it causes (RE17) Know strategies to respond to bullying or other negative behaviours they experience or witness (RE17) Listen and respect the view of others even if it differs from their own (RE8) Identify own strengths and share these with others (RE15) Recognise stereotypes and challenge them (RE18) Know that all genders and all people are equal and have equal rights (RE18) 	<ul style="list-style-type: none"> Confidently express views on different topics Understand others may have different views and show respect for these (RE12, RE13) Understand what respect is and show this to others (RE12) Recognise feelings of others and demonstrate care (RE12) 	<ul style="list-style-type: none"> Say what makes a healthy, respectful relationship (RE16) Understand the impact of bullying (RE17) Know what to do to stop bullying (RE17) Know that being a bystander to bullying is unacceptable (RE17) Understand difference between aggressive, assertive and passive behaviour (RE13) Identify when a relationship has become abusive and know who to talk to 	<ul style="list-style-type: none"> Identify strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) Solve problems in a rational manner (RE10) Recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18) Identify hate crime and know how to report it (RE12, RE16, RE17, RE18) Know places where people can go to get support if they are experiencing relationship difficulties
Online Relationships	<ul style="list-style-type: none"> Explain some safety rules for using the internet (RE22) Demonstrate how to use the internet safely (RE22) 	<ul style="list-style-type: none"> Identify some risks of using the internet (RE22) Explain how to keep safe online (RE22) 	<ul style="list-style-type: none"> Understand how to use the internet safely and demonstrate this (RE22) Demonstrate respect when communicating in written form online (RE21) 	<ul style="list-style-type: none"> Explain the ways that data is shared and used online (RE24) Recognise situations where help is needed with an online issue (RE22) 	<ul style="list-style-type: none"> Understand the need to show the same respect to people online as in face to face relationships (RE21) Understand and can recognise risks online (RE22, RE23, RE20) Demonstrate how to report a concern online (RE22) 	<ul style="list-style-type: none"> Know what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) Keep safe online (RE22) Report anything they are unsure about (RE22) Explain risks around online 'friendships' and know how to keep safe (RE20, RE23) Make decisions about what is ok to share online (RE24) Understand how information and data is shared and used online

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being Safe	<ul style="list-style-type: none"> Use the 'Pants Rule' to state which parts of a body are private (RE26, RE27) Understand private parts should not be touched by others unless for a medical reason or help with keeping clean (RE26, RE27) Understand their body should not be touched by others without permission (RE27) Understand they cannot touch others without their permission (RE27) List people to go to if worried about something (RE32) Describe safety rules for strangers both on and offline (RE28) 	<ul style="list-style-type: none"> List people who can support if worried (RE32) Demonstrate how to ask for help (RE32) Understand they can say yes or no if someone asks to touch them (RE27) Understand they shouldn't touch others without permission (RE27) Understand if people say 'no' their choice must be respected (RE27) Describe what private means - Pants Rule (RE26) Know that private parts of the body should not be touched by others unless there are particular reasons why (RE27) Know when it is ok to keep secrets and when it is not (RE26) Describe how the body and mind reacts when it feels unsafe (RE29) 	<ul style="list-style-type: none"> Use scientific names for private body parts including: penis, testicles, vulva, vagina, nipples, anus (RE27, RE31) Describe difference between secrets and surprises Recognise secrets that need to be shared with trusted adults (RE26) Demonstrate how to keep safe on and near roads and railways. 	<ul style="list-style-type: none"> Understand what personal boundaries are (RE25) Set own boundaries in relationships with others (RE25) Understand they and others have a right to privacy (RE25, RE26) Know when it is not appropriate to keep secrets (RE26) 	<ul style="list-style-type: none"> Understand they may encounter pressure from various sources to behave in an unacceptable, unhealthy or risky way (RE23, RE25, HE16) Have strategies to assess, manage and resist pressure and make positive healthy choices (RE25) Explain difference between appropriate and inappropriate touch (RE27) Know who, and how, to seek help if experience inappropriate touching (RE27) 	<ul style="list-style-type: none"> Know what FGM is and who to talk to if worried (RE27) Manage and assess risks in different situations, including physical contact and unknown adults (RE19, RE27, RE28, RE29, RE30, RE32) Explain strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32)
Physical Health and Fitness	<ul style="list-style-type: none"> List different activities that help to keep body and mind healthy (HE18) Recognise times when t physically active in the day (HE19) 	<ul style="list-style-type: none"> Explain why physical activity is important for health (HE19, HE20) Identify the ways they are physically active in a week (HE19, HE20) 	<ul style="list-style-type: none"> Set a target to increase physical activity and achieve it (HE19) 	<ul style="list-style-type: none"> Describe different types of physical activity and explain how these benefit the body and mind (HE18, HE19) Name people and organisations who can help if worried about physical health (HE21) 	<ul style="list-style-type: none"> Understand risks of an inactive lifestyle (HE20) Make small changes to increase amount of activity in daily routine (HE19) 	<ul style="list-style-type: none"> Include regular exercise in daily and weekly routine (HE19) Explain links between physical activity and mental wellbeing (HE5, HE18) Know who they can go to for help if worried about their health (HE21)
Skills Progression Mapping - RSHE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Mental Wellbeing	<ul style="list-style-type: none"> • Use range of feeling words (HE2) • Describe range of feelings (HE2) • Recognise and describe own feelings (HE3) • Describe things that make them feel happy and positive (HE5, HE6) • List people to talk to if support needed with feelings (HE9) • 	<ul style="list-style-type: none"> • Identify times when they have felt really strong emotions, and describe what happened to their body and mind at these times (HE3, HE4) • Know positive strategies for dealing with strong emotions and demonstrate these (HE3, HE4) • List ways people can care for their mental wellbeing (HE5, HE6) • Recognise and describe how others feel by observing their face, body language and behaviour (HE2) 	<ul style="list-style-type: none"> • Know what mental wellbeing and mental ill health mean (HE1) • Understand that many people experience mental ill health (HE1, HE10) • Know there are lots of emotions and people's emotions change in different situations (HE2) • Know change may cause them to have a range of feelings (HE4, HE7, HE8) • Describe ways to deal with change positively (HE4, HE7, HE8) 	<ul style="list-style-type: none"> • Recognises own strong emotions and know ways to manage these safely (HE2, HE4) • Recognise feelings in others and respond appropriately (HE3) • Understand change can provoke strong emotions (HE3) • Identify and celebrate own positive qualities and skills and those of others (HE6) • Understand mistakes are an opportunity to learn and develop (HE6) 	<ul style="list-style-type: none"> • Explain strategies for managing own feelings appropriately (HE3) • Recognise range of emotions in others (HE3) • Have vocabulary to explain the intensity of own feelings to others (HE3) • Know what resilience is and have strategies to build own skills (HE6) • Recognise when to seek support for own or others' mental wellbeing (HE9) 	<ul style="list-style-type: none"> • Identify signs of mental ill health (HE7, HE9, HE10) Know range of strategies to maintain and improve mental wellbeing (HE5, HE6) • List people and organisations that can support them or others with their wellbeing and explain how to access them (HE9, HE10)
Health and Prevention	<ul style="list-style-type: none"> • Clean teeth well and follow teeth cleaning routine at home or at school (HE29) • Know germs can be spread through sneezing and coughing (HE30) • Demonstrate how to prevent spread of germs by using tissues and washing hands (HE30) • Demonstrate how to wash hands well (HE30) 	<ul style="list-style-type: none"> • Describe ways to look after my health and wellbeing (HE30) 	<ul style="list-style-type: none"> • Explain how to keep skin protected from the sun (HE27) • Brush teeth well in the morning and before bed (HE29) 	<ul style="list-style-type: none"> • Explain importance of good oral hygiene (HE29) • Demonstrate how to clean teeth effectively (HE29) 	<ul style="list-style-type: none"> • Understand importance of good quality sleep and how this contributes to physical and emotional health (HE28) • Know that good hygiene and regular washing is important during puberty and beyond (RE30) 	<ul style="list-style-type: none"> • Know some early signs of physical illness (HE26, HE27) • Understand about types of immunisation and vaccination and why they are important (HE31) •
Healthy Eating	<ul style="list-style-type: none"> • Name fruits and vegetables (HE22) • List variety of healthy snacks (HE22) • Make healthy food choices (HE23) 	<ul style="list-style-type: none"> • Demonstrate choosing and preparing healthy snack from range of options (HE22, HE23) • Explain types of food that make up a healthy diet (HE22, HE23) • Identify foods that should only be eaten occasionally and in moderation (HE22) 	<ul style="list-style-type: none"> • Know why it is important to drink water regularly and how much to drink (HE22) • List and describe foods that may contribute towards tooth decay (HE24) 	<ul style="list-style-type: none"> • Understand some food choices are healthier and give more nutrients to the body than others (HE22) • Make healthy food choices (HE22) • 	<ul style="list-style-type: none"> • Explain main components of a healthy diet (HE22) • Understand possible consequences of a poor diet (HE24) 	<ul style="list-style-type: none"> • Plan healthy meal using main food groups (HE23) • Understand how healthy nutrition supports body and mind (HE22)

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Skills Progression Mapping – RSHE

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Internet Safety and Harms	<ul style="list-style-type: none"> Describe ways that the internet is positive and useful (HE11) Explain and demonstrate basic safety rules for using the internet including not sharing personal information (HE13) 	<ul style="list-style-type: none"> List examples of private information that should not be shared on the internet and explain why (HE13) Describe safety rules for the internet including not sharing private information (HE13) Understand certain games and websites have age restrictions and know to ask a trusted adult to help find appropriate websites (HE14) 	<ul style="list-style-type: none"> Describe and demonstrate safety rules when playing, working and communicating online (HE13, HE15) Understand benefits of rationing time spent online (HE12) Know where and how to get help if worried about something online (HE17) Understand some information in the media and online is not true (HE16) 	<ul style="list-style-type: none"> Understand not everything on the internet is true and identify sites that are likely to be accurate (HE16) Explain how to protect privacy online (HE13) Recognise online communications that are manipulative or persuasive and how to respond appropriately (HE15) Know how to report concerns and get help with issues online (HE17) 	<ul style="list-style-type: none"> Recognise not all information online is accurate or unbiased (advertising) (HE16) Have strategies for identifying the origin of a website (HE16) Use online tools safely to exchange information and collaborate with others within and beyond school (HE11) Understand some people use online technology to bully other people and know how to seek help if this happens (HE15) Understand potential risks of providing personal information online (HE13) Know strategies for protecting personal information, including passwords, addresses and images of self and others (HE13) Know how to present self safely online (HE13) Understand risks of online streaming and sending images of self online (HE13, HE22) Explain how to respond if asked to send naked image (RE22, HE15) Know how computer games are classified and understand why (HE14) 	<ul style="list-style-type: none"> Explain and demonstrate safe use of mobile phones and tablets (HE12) Understand need to use respectful language and legal consequences of sending offensive online communications (HE13, RE21) Critically evaluate what is presented online and know why this is important (HE16) Understand risks and safety rules around forwarding things online (HE13) Know consequences of sending naked images online (HE13) Know how to get help with issues online and how to report concerns (HE17)

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Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> Understand why we have medicines and describe safety rules for their use (HE25) Identify substances in the household that may be helpful and/or harmful (HE25) 	<ul style="list-style-type: none"> Know and understand home and school rules for medicines (HE25) Describe what to do if medicines are found that belong to someone else (HE25) Explain why medicines are harmful if not used properly (HE25) 	<ul style="list-style-type: none"> Know there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol (HE25) 	<ul style="list-style-type: none"> Describe the effects and risks of legal substances including caffeine, tobacco and alcohol (HE25) 	<ul style="list-style-type: none"> Know which commonly available substances and drugs are legal and illegal, and their effects and risks (HE25) 	<ul style="list-style-type: none"> Know the risks and consequences of misusing medicines, alcohol, tobacco, drugs and other substances (HE25) Understand what is meant by the term 'habit' and why habits can be hard to change (HE25)
Changing Adolescent Body		<ul style="list-style-type: none"> Describe how they have changed since birth (HE34) Understand the changes that happen as people grow from young to old (HE34) Describe how people's needs change as they grow (HE34) 		<ul style="list-style-type: none"> Describe the changes that happen to the body and mind during puberty (HE34) Understand why puberty happens (HE34) Know scientific names for reproductive body parts (HE34) Know there is a special place inside a female body called a uterus /womb (HE35) Know what periods are and how to manage them (HE35) Understand what someone would do if they begin their periods in school (HE35) 	<ul style="list-style-type: none"> Name parts of the reproductive system in male and female bodies (HE34) Explain ways in which people grow and develop during puberty both physically and emotionally (HE34) Understand stages of the menstrual cycle (HE35) Know how menstruation can be managed (HE30, HE35) Understand people's emotions may change during puberty and have a range of strategies for managing feelings towards self and others in a positive way (HE2, HE4, HE34) Explain terms relating to gender and gender identity, including transgender and non-binary (RE12) 	<ul style="list-style-type: none"> Explain how to maintain hygiene during puberty (HE30, HE35) Show maturity, understanding and respect around menstruation (HE35) Understand impact that puberty has on feelings and emotions (HE2, HE4, HE35)

Skills Progression Mapping – RSHE

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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First Aid	<ul style="list-style-type: none"> Know when it is appropriate to get help from an adult if someone is hurt (HE33) List adults they can approach for help and how to access them (HE33) 	<ul style="list-style-type: none"> Know how to make a phone call to emergency services and understand the rules for this (HE32) Know people who help us in the community and describe their roles (HE32) 	<ul style="list-style-type: none"> Demonstrate how to make a call to emergency services and know when this action might be required (HE32) 	<ul style="list-style-type: none"> Identify situations when it would be appropriate to make a call to emergency services (HE32) 	<ul style="list-style-type: none"> Demonstrate basic first aid for common injuries (HE33) 	<ul style="list-style-type: none"> Demonstrate basic first aid for CPR (HE33)
Sex Education						<ul style="list-style-type: none"> Explain how human reproduction occurs, including conception, pregnancy and birth (SE6) Understand there are lots of things to consider before people choose to have a baby (SE2) Know pregnancy can be prevented through use of contraception (SE3) Understand what consent is (SE4, SE5) Know the legal age for someone to consent to sexual activity in UK is 16 (SE4, SE5) Understand some people choose to be in romantic and intimate relationships with people of the opposite gender and some have relationships with people of the same gender (SE1) Use terms to describe different relationships (heterosexual, gay, lesbian, bisexual, pansexual) (SE1) Explain characteristics of healthy romantic and intimate relationships (SE1)

Vocabulary Progression Mapping – RSHE

RSHE (Values Days) - Foundation

Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
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kind manners	friend play	try better	keep going give up	look after tidy	grow up job
RSHE (Values Days) - Year 1					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
disrespect	friendship	emergency	feelings positive	permission private	earn save
RSHE (Values Days) - Year 2					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
bullying	friendship skills	emergency services	emotions body language	community compassion	interests
RSHE (Values Days) - Year 3					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
witness experience	resolve	effective	mistake	environment	priority influence
RSHE (Values Days) - Year 4					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
stereotype	differences	appropriate	mental health wellbeing	impact	career volunteer
RSHE (Values Days) - Year 5					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
assertive passive	relationship	injury treatment	overwhelming emotions	law consequences	gambling debt
RSHE (Values Days) - Year 6					
Respect	Inclusion	Inspiration	Resilience	Responsibility	Aspiration
Hate Crime	navigate	defibrillator resuscitation	organisations	human rights	career path

Learning Overview RSHE - Year 1

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe Inform Parents	Mental Wellbeing	Internet Safety and Harms
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

<p>Explain why families are important and how they help children as they grow up (RE1, RE2) Describe own family and how it is similar and different to others (RE3) Show respect for other people's families (RE3) List people that support and care for them in life (RE4)</p>	<p>State a range of reasons why friendships are important (RE7) Demonstrate some of the skills needed to make friends and maintain friendships. (RE8, RE19)</p>	<p>Describe what a relationship is and give examples of the relationships they are involved in (RE13) Describe the ways they are similar and different to others (RE12) Know what respect is and demonstrate it in the classroom (RE12) Describe how people show respect and disrespect (RE12) Understand how disrespectful behaviour can hurt others (RE17) Demonstrate courtesy and manners in school (RE14)</p>	<p>Explain some safety rules for using the internet (RE22) Demonstrate how to use the internet safely (RE22)</p>	<p>Use the 'Pants Rule' to state which parts of a body are private (RE26, RE27) Understand private parts should not be touched by others unless for a medical reason or help with keeping clean (RE26, RE27) Understand their body should not be touched by others without permission (RE27) Understand they cannot touch others without their permission (RE27) List people to go to if worried about something (RE32) Describe safety rules for strangers both on and offline (RE28)</p>	<p>Use range of feeling words (HE2) Describe range of feelings (HE2) Recognise and describe own feelings (HE3) Describe things that make them feel happy and positive (HE5, HE6) List people to talk to if support needed with feelings (HE9)</p>	<p>Describe ways that the internet is positive and useful (HE11) Explain and demonstrate basic safety rules for using the internet including not sharing personal information (HE13)</p>
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Learning Overview RSHE - Year 1

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body	Sex Education
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

<p>List different activities that help to keep body and mind healthy (HE18) Recognise times when t physically active in the day (HE19)</p>	<p>Name fruits and vegetables (HE22) List variety of healthy snacks (HE22) Make healthy food choices (HE23)</p>	<p>Understand why we have medicines and describe safety rules for their use (HE25) Identify substances in the household that may be helpful and/or harmful (HE25)</p>	<p>Clean teeth well and follow teeth cleaning routine at home or at school (HE29) Know that germs can be spread through sneezing and coughing (HE30) Demonstrate how to prevent spread of germs by using tissues and washing hands (HE30) Demonstrate how to wash hands well (HE30)</p>	<p>Know when it is appropriate to get help from an adult if someone is hurt (HE33) List adults they can approach for help and how to access them (HE33)</p>		
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Learning Overview RSHE - Year 2

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe Inform Parents	Mental Wellbeing	Internet Safety and Harms
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

<p>Show respect for other people's families (RE3) Describe some different ways that people in families show that they love and care for one another (RE3) Describe some ways that people in families make each other feel safe and secure (RE1) List people to speak to if someone or something in their family is making them feel unhappy or unsafe (RE6)</p>	<p>Describe qualities of a good friend (RE8) Demonstrate some positive friendship skills including; sharing, co-operative play, taking turns, permission-seeking/giving and listening (RE8, RE19) Know why positive friendship skills are important in friendships (RE8, RE19)</p>	<p>Describe what bullying is and why it is wrong (RE17) Recognise people may be similar and different to them in lots of ways including ethnicity, faith and family background (RE12) Explain why difference is something to be celebrated (RE12) Demonstrate how to show respect for others (RE12) Explain what a stereotype is (RE18)</p>	<p>Identify some risks of using the internet (RE22) Explain how to keep safe online (RE22)</p>	<p>List people who can support if worried (RE32) Demonstrate how to ask for help (RE32) Understand they can say yes or no if someone asks to touch them (RE27) Understand they shouldn't touch others without permission (RE27) Understand if people say 'no' their choice must be respected (RE27) Describe what private means - Pants Rule (RE26) Know that private parts of the body should not be touched by others unless there are particular reasons why (RE27) Know when it is ok to keep secrets and when it is not (RE26) Describe how the body and mind reacts when it feels unsafe (RE29)</p>	<p>Identify times when they have felt really strong emotions, and describe what happened to their body and mind at these times (HE3, HE4) Know positive strategies for dealing with strong emotions and demonstrate these (HE3, HE4) List ways that people can care for their mental wellbeing (HE5, HE6) Recognise and describe how others feel by observing their face, body language and behaviour (HE2)</p>	<p>List examples of private information that should not be shared on the internet and explain why (HE13) Describe safety rules for the internet including not sharing private information (HE13) Understand certain games and websites have age restrictions and know to ask a trusted adult to help find appropriate websites (HE14)</p>
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Learning Overview RSHE - Year 2

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body Inform Parents	Sex Education
<p>Explain why physical activity is important for health (HE19, HE20) Identify the ways they are physically active in a week (HE19, HE20)</p>	<p>Demonstrate choosing and preparing healthy snack from range of options (HE22, HE23) Explain types of food that make up a healthy diet (HE22, HE23) Identify foods that should only be eaten occasionally and in moderation (HE22)</p>	<p>Know and understand home and school rules for medicines (HE25) Describe what to do if medicines are found that belong to someone else (HE25) Explain why medicines are harmful if not used properly (HE25)</p>	<p>Describe ways to look after my health and wellbeing (HE30)</p>	<p>Know how to make a phone call to emergency services and understand the rules for this (HE32) Understand about people who help us in the community and can describe their roles (HE32)</p>	<p>Describe how they have changed since birth (HE34) Understand the changes that happen as people grow from young to old (HE34) Describe how people's needs change as they grow (HE34)</p>	

Learning Overview RSHE - Year 3

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe Inform Parents	Mental Wellbeing	Internet Safety and Harms
<p>Understand families come in all different varieties and can explain how these are similar or different to their own (RE3) Know what marriage is and why people might choose to get married (RE5)</p>	<p>Understand sometimes there are problems within friendships (RE10) Demonstrate strategies to resolve friendship problems (RE10) Explain how someone might feel if they are left out (RE9) Demonstrate how to include people in friendships (RE9)</p>	<p>Describe what bullying is and the harm it causes (RE17) Know strategies to respond to bullying or other negative behaviours they experience or witness (RE17) Listen and respect the view of others even if it differs from their own (RE8) Identify own strengths and share these with others (RE15) Recognise stereotypes and challenge them (RE18) Know that all genders and all people are equal and have equal rights (RE18)</p>	<p>Understand how to use the internet safely and demonstrate this (RE22) Demonstrate respect when communicating in written from online (RE21)</p>	<p>Use scientific names for private body parts including; penis, testicles, vulva, vagina, nipples, anus (RE27, RE31) Describe difference between secrets and surprises Recognise secrets that need to be shared with trusted adults (RE26) Demonstrate how to keep safe on and near roads and railways.</p>	<p>Know what mental wellbeing and mental ill health mean (HE1) Understand that many people experience mental ill health (HE1, HE10) Know there are lots of emotions and people's emotions change in different situations (HE2) Know change may cause them to have a range of feelings (HE4, HE7, HE8) Describe ways to deal with change positively (HE4, HE7, HE8)</p>	<p>Describe and demonstrate safety rules when playing, working and communicating online (HE13, HE15) Understand benefits of rationing time spent online (HE12) Know where and how to get help if worried about something online (HE17) Understand some information in the media and online is not true (HE16)</p>

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Covered within: Science Curriculum / Computing Curriculum / PE Curriculum / Values Curriculum / RE Lesson / Discrete RSHE Lesson						
Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body	Sex Education
Set a target to increase physical activity and achieve it (HE19)	Know why it is important to drink water regularly and how much to drink (HE22) List and describe foods that may contribute towards tooth decay (HE24)	Know there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol (HE25)	Explain how to keep skin protected from the sun (HE27) Brush teeth well in the morning and before bed (HE29)	Demonstrate how to make a call to emergency services and know when this action might be required (HE32)		

Learning Overview RSHE - Year 4

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe	Mental Wellbeing	Internet Safety and Harms
<p>Understand that there are a range of different families and partnerships in society (RE3) Describe some things that people in families do to make their family life happy and healthy (RE2)</p>	<p>Describe and demonstrate some features of healthy friendships (RE8) Describe some qualities of a trustworthy person and a trusting relationship (RE11)</p>	<p>Confidently express views on different topics Understand others may have different views and show respect for these (RE12, RE13) Understand what respect is and show this to others (RE12) Recognise feelings of others and demonstrate care (RE12)</p>	<p>Explain the ways that data is shared and used online (RE24) Recognise situations where help is needed with an online issue (RE22)</p>	<p>Understand what personal boundaries are (RE25) Set own boundaries in relationships with others (RE25) Understand they and others have a right to privacy (RE25, RE26) Know when it is not appropriate to keep secrets (RE26)</p>	<p>Recognise own strong emotions and know ways to manage these safely (HE2, HE4) Recognise feelings in others and respond appropriately (HE3) Understand change can provoke strong emotions (HE3) Identify and celebrate own positive qualities and skills and those of others (HE6) Understand mistakes are an opportunity to learn and develop (HE6)</p>	<p>Understand not everything on the internet is true and identify sites that are likely to be accurate (HE16) Explain how to protect privacy online (HE13) Recognise online communications that are manipulative or persuasive and how to respond appropriately (HE15) Know how to report concerns and get help with issues online (HE17)</p>

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Covered within: Science Curriculum / Computing Curriculum / PE Curriculum / Values Curriculum / RE Lesson / Discrete RSHE Lesson						
Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body Inform Parents	Sex Education
Describe different types of physical activity and explain how these benefit the body and mind (HE18, HE19) Name people and organisations who can help if worried about physical health (HE21)	Understand some food choices are healthier and give more nutrients to the body than others (HE22) Make healthy food choices (HE22)	Describe the effects and risks of legal substances including caffeine, tobacco and alcohol (HE25)	Explain importance of good oral hygiene (HE29) Demonstrate how to clean teeth effectively (HE29)	Identify situations when it would be appropriate to make a call to emergency services (HE32)	Describe the changes that happen to the body and mind during puberty (HE34) Understand why puberty happens (HE34) Know scientific names for reproductive body parts (HE34) Know there is a special place inside a female body called a uterus /womb (HE35) Know what periods are and how to manage them (HE35) Understand what someone would do if they begin their periods in school (HE35)	

Learning Overview RSHE - Year 5

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / Discrete RSHE Lesson

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe Inform Parents	Mental Wellbeing	Internet Safety and Harms Inform Parents
<p>Identify behaviours that are not healthy or safe in family relationships (RE2, RE6) Name people who can help unhappy in their family (RE6)</p>	<p>Say what makes them a good friend (RE8) Describe qualities that they value in a friend (RE8) Resolve differences effectively (RE10)</p>	<p>Say what makes a healthy, respectful relationship (RE16) Understand the impact of bullying (RE17) Know what to do to stop bullying (RE17) Know that being a bystander to bullying is unacceptable (RE17) Understand difference between aggressive, assertive and passive behaviour (RE13) Identify when a relationship has become abusive and know who to talk to</p>	<p>Understand the need to show the same respect to people online as in face to face relationships (RE21) Understand and can recognise risks online (RE22, RE23, RE20) Demonstrate how to report a concern online (RE22)</p>	<p>Understand they may encounter pressure from various sources to behave in an unacceptable, unhealthy or risky way (RE23, RE25, HE16) Have strategies to assess, manage and resist pressure and make positive healthy choices (RE25) Explain difference between appropriate and inappropriate touch (RE27) Know who, and how, to seek help if experience inappropriate touching (RE27)</p>	<p>Explain strategies for managing own feelings appropriately (HE3) Recognise range of emotions in others (HE3) Have vocabulary to explain the intensity of own feelings to others (HE3) Know what resilience is and have strategies to build own skills (HE6) Recognise when to seek support for own or others' mental wellbeing (HE9)</p>	<p>Recognise not all information online is accurate or unbiased (advertising) (HE16) Have strategies for identifying the origin of a website (HE16) Use online tools safely to exchange information and collaborate with others within and beyond school (HE11) Understand some people use online technology to bully other people and know how to seek help if this happens (HE15) Understand potential risks of providing personal information online (HE13) Know strategies for protecting personal information, including passwords, addresses and images of self and others (HE13) Know how to present self safely online (HE13) Understand risks of online streaming and sending images of self online (HE13, HE22) Explain how to respond if asked to send naked image (RE22, HE15) Know how computer games are classified and understand why (HE14)</p>

Learning Overview RSHE - Year 5

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body Inform Parents	Sex Education
<p>Understand risks of an inactive lifestyle (HE20) Make small changes to increase amount of activity in daily routine (HE19)</p>	<p>Explain main components of a healthy diet (HE22) Understand possible consequences of a poor diet (HE24)</p>	<p>Know which commonly available substances and drugs are legal and illegal, and their effects and risks (HE25)</p>	<p>Understand importance of good quality sleep and how this contributes to physical and emotional health (HE28) Know that good hygiene and regular washing is important during puberty and beyond (RE30)</p>	<p>Demonstrate basic first aid for common injuries (HE33)</p>	<p>Name parts of the reproductive system in male and female bodies (HE34) Explain ways in which people grow and develop during puberty both physically and emotionally (HE34) Understand stages of the menstrual cycle (HE35) Know how menstruation can be managed (HE30, HE35) Understand people's emotions may change during puberty and have a range of strategies for managing feelings towards self and others in a positive way (HE2, HE4, HE34) Explain terms relating to gender and gender identity, including transgender and non-binary (RE12)</p>	

Learning Overview RSHE - Year 6

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Families & People who Care for Me	Caring Friendships	Respectful Relationships	Online Relationships	Being Safe Inform Parents	Mental Wellbeing	Internet Safety and Harms Inform Parents
<p>Understand fairness in relationships (RE2) Know that civil partnerships and marriages are commitments that people in stable, loving relationships may choose to make (RE4, RE5) Explain the laws around marriage and civil partnerships (RE5) Know that forcing anyone to marry is a crime (RE5) Understand that support is available to protect and prevent people being forced into marriage (RE5)</p>	<p>Understand relationships may change over time and that new relationships and friendships can develop (RE7) Demonstrate skills needed to make new friends and manage changing friendships (RE10, RE11) Make others feel included (RE9)</p>	<p>Identify strategies for resolving friendship and relationship disputes and conflict (RE10, RE13) Solve problems in a rational manner (RE10) Recognise and challenge discrimination, teasing, anti-social and aggressive behaviours in an appropriate way (RE12, RE16, RE17, RE18) Identify hate crime and know how to report it (RE12, RE16, RE17, RE18) Know places where people can go to get support if they are experiencing relationship difficulties</p>	<p>Know what grooming is and how to get help if they, or someone they know, is being groomed (RE22, RE23) Keep safe online (RE22) Report anything they are unsure about (RE22) Explain risks around online 'friendships' and know how to keep safe (RE20, RE23) Make decisions about what is ok to share online (RE24) Understand how information and data is shared and used online</p>	<p>Know what FGM is and who to talk to if worried (RE27) Manage and assess risks in different situations, including physical contact and unknown adults (RE19, RE27, RE28, RE29, RE30, RE32) Explain strategies for resisting pressure in different forms (RE25, RE26, RE30, RE32)</p>	<p>Identify signs of mental ill health (HE7, HE9, HE10) Know range of strategies to maintain and improve mental wellbeing (HE5, HE6) List people and organisations that can support them or others with their wellbeing and explain how to access them (HE9, HE10)</p>	<p>Explain and demonstrate safe use of mobile phones and tablets (HE12) Understand need to use respectful language and legal consequences of sending offensive online communications (HE13, RE21) Critically evaluate what is presented online and know why this is important (HE16) Understand risks and safety rules around forwarding things online (HE13) Know consequences of sending naked images online (HE13) Know how to get help with issues online and how to report concerns (HE17)</p>

Learning Overview RSHE - Year 6

Covered within: **Science Curriculum** / **Computing Curriculum** / **PE Curriculum** / **Values Curriculum** / **RE Lesson** / **Discrete RSHE Lesson**

Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

Physical Health and Fitness	Healthy Eating	Drugs, Alcohol and Tobacco	Health and Prevention	First Aid	Changing Adolescent Body Inform Parents	Sex Education Inform Parents
<p>Include regular exercise in daily and weekly routine (HE19)</p> <p>Explain links between physical activity and mental wellbeing (HE5, HE18)</p> <p>Know who they can go to for help if worried about their health (HE21)</p>	<p>Plan healthy meal using main food groups (HE23)</p> <p>Understand how healthy nutrition supports body and mind (HE22)</p>	<p>Know the risks and consequences of misusing medicines, alcohol, ^{SE1}tobacco, drugs and other substances (HE25)</p> <p>Understand what is meant by the term 'habit' and why habits can be hard to change (HE25)</p>	<p>Know some early signs of physical illness (HE26, HE27)</p> <p>Understand about types of immunisation and vaccination and why they are important (HE31)</p>	<p>Demonstrate basic first aid for CPR (HE33)</p>	<p>Explain how to maintain hygiene during puberty (HE30, HE35)</p> <p>Show maturity, understanding and respect around menstruation (HE35)</p> <p>Understand impact that puberty has on feelings and emotions (HE2, HE4, HE35)</p>	<p>Explain how human reproduction occurs, including conception, pregnancy and birth (SE6)</p> <p>Understand there are lots of things to consider before people choose to have a baby (SE2)</p> <p>Know pregnancy can be prevented through use of contraception (SE3)</p> <p>Understand what consent is (SE4, SE5)</p> <p>Know the legal age for someone to consent to sexual activity in UK is 16 (SE4, SE5)</p> <p>Understand some people choose to be in romantic and intimate relationships with people of the opposite gender and some have relationships with people of the same gender (SE1)</p> <p>Use terms to describe different relationships (heterosexual, gay, lesbian, bisexual, pansexual) (SE1)</p> <p>Explain characteristics of healthy romantic and intimate relationships (SE1)</p>

Learning Overview Values Day - Year 1

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To understand how being disrespectful impacts others.	To understand why friendships are important.	To know when adult help is needed in an emergency.	To identify a range of own feelings.	To understand our bodies should only be touched with permission.	To know people earn money by doing a job.
<p><input type="checkbox"/> Describe the way you look similar and different to others.</p> <p><input type="checkbox"/> Know what respect is and demonstrate it in the classroom.</p> <p><input type="checkbox"/> Describe how people show disrespect and how it can hurt others.</p> <p><input type="checkbox"/> Explain what to do if someone is disrespectful to you.</p>	<p><input type="checkbox"/> Name some of your friends.</p> <p><input type="checkbox"/> Give reasons why you like your friends.</p> <p><input type="checkbox"/> Explain why friendships are important.</p> <p><input type="checkbox"/> Demonstrate some of the skills needed to make and maintain friendships.</p>	<p><input type="checkbox"/> Identify times when someone might need help from an adult.</p> <p><input type="checkbox"/> List adults you can approach for help and how to access them <i>(Lunchtimes, classroom, at home)</i></p> <p><input type="checkbox"/> Know when immediate adult help is needed if someone is hurt.</p> <p><input type="checkbox"/> Explain what to do if there is no adult to ask for help.</p>	<p><input type="checkbox"/> Describe things that make you feel happy and positive.</p> <p><input type="checkbox"/> Describe feelings using a range of vocabulary.</p> <p><input type="checkbox"/> Recognise and describe own feelings in different situations.</p> <p><input type="checkbox"/> List people to talk to if you need support with your feelings.</p>	<p><input type="checkbox"/> Use the 'Pants Rule' to state which parts of a body are private.</p> <p><input type="checkbox"/> Understand you cannot touch others without their permission.</p> <p><input type="checkbox"/> Understand you cannot touch others without their permission even when they are helping you be clean or get better.</p> <p><input type="checkbox"/> List other ways you are responsible for your body.</p>	<p><input type="checkbox"/> Give examples of what money is used for.</p> <p><input type="checkbox"/> Know people earn by having jobs.</p> <p><input type="checkbox"/> List a range of jobs that help people earn money.</p> <p><input type="checkbox"/> Consider why some people save money they earn.</p>
disrespect	friendship	emergency	feelings positive	permission private	earn save

Learning Overview Values Day - Year 2

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To know what bullying is and why it happens.	To know the skills needed to develop friendships.	To know when it is appropriate to call the emergency services.	To recognise strong emotions and deal with them appropriately.	To recognise our responsibility to the community.	To know people earn and use money in different ways.
<p><input type="checkbox"/> Show respect when discussing peoples differences.</p> <p><input type="checkbox"/> Recognise people may be similar and different to them in lots of ways.</p> <p><input type="checkbox"/> Describe what bullying is and why it may happen.</p> <p><input type="checkbox"/> Explain why difference is something to be celebrated.</p>	<p><input type="checkbox"/> Describe qualities of a good friend.</p> <p><input type="checkbox"/> Understand some positive friendship skills. (sharing, co-operative play, taking turns, permission seeking, giving and listening)</p> <p><input type="checkbox"/> Know why positive friendship skills are important in friendships.</p> <p><input type="checkbox"/> Give an example of when you have used positive friendship skills.</p>	<p><input type="checkbox"/> Identify people in the community who help us in an emergency.</p> <p><input type="checkbox"/> Know how to make a phone call to the emergency services.</p> <p><input type="checkbox"/> Understand that you call the emergency services when there is risk of harm.</p> <p><input type="checkbox"/> Explain why 999 is only used in an emergency.</p>	<p><input type="checkbox"/> Recognise and describe how others feel by observing their face, body language and behaviour.</p> <p><input type="checkbox"/> Identify times you have felt strong emotions and describe what happened to your mind and body.</p> <p><input type="checkbox"/> Know positive strategies for dealing with strong emotions.</p> <p><input type="checkbox"/> List ways that people can care for their mental wellbeing.</p>	<p><input type="checkbox"/> List different groups that you belong to.</p> <p><input type="checkbox"/> Know different groups that make up your community and what living in a community means.</p> <p><input type="checkbox"/> Understand the importance of caring for other people and living things in our community.</p> <p><input type="checkbox"/> Explain the importance of having compassion for others.</p>	<p><input type="checkbox"/> List different jobs in our community.</p> <p><input type="checkbox"/> Identify some of the strengths and interests someone might need to do different jobs.</p> <p><input type="checkbox"/> Understand people make different choices on how to spend and save money.</p> <p><input type="checkbox"/> Know the difference between needs and wants when spending money.</p>
bullying	friendship skills	emergency services	emotions body language	community compassion	interests

Learning Overview Values Day - Year 3

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To know how to respond to bullying behaviours.	To know ways of resolving friendship difficulties.	To know how to make an effective call to the emergency services.	To identify strong emotions in others and know how to respond appropriately.	To recognise responsibility to the environment.	To know why people make different choices with their money.
<p><input type="checkbox"/> Listen and respect the view of others even if it differs from their own.</p> <p><input type="checkbox"/> Describe what bullying is and the harm it causes.</p> <p><input type="checkbox"/> Know strategies to respond to bullying or other negative behaviours that you experience or witness.</p> <p><input type="checkbox"/> Give an example of when you have witnessed bullying and what you did about it.</p>	<p><input type="checkbox"/> Explain how someone may feel if they are left out.</p> <p><input type="checkbox"/> Demonstrate how to include people in friendships.</p> <p><input type="checkbox"/> Demonstrate strategies to resolve friendship problems when they occur.</p> <p><input type="checkbox"/> Give an example of when you have resolved a friendship problem.</p>	<p><input type="checkbox"/> Know which emergency services are available when you call 999.</p> <p><input type="checkbox"/> Consider the information needed to make a 999 call.</p> <p><input type="checkbox"/> Demonstrate how to make a call to the emergency services.</p> <p><input type="checkbox"/> Understand safety features in technology that allow us to make a 999 call.</p>	<p><input type="checkbox"/> Identify and celebrate own positive qualities and skills and those of others.</p> <p><input type="checkbox"/> Understand mistakes are an opportunity to learn and develop.</p> <p><input type="checkbox"/> Recognise strong emotions in others and know how to respond to them appropriately.</p> <p><input type="checkbox"/> Explain why change can provoke strong emotions.</p>	<p><input type="checkbox"/> Know what rules are and why they are needed for different situations.</p> <p><input type="checkbox"/> Know there are rules to help look after the environment.</p> <p><input type="checkbox"/> Understand why we have responsibility to care for our environment.</p> <p><input type="checkbox"/> List ways people take responsibility for our environment.</p>	<p><input type="checkbox"/> Identify different ways to pay for things and the choices people have about this.</p> <p><input type="checkbox"/> Understand ways of keeping money safe. (lost/stolen)</p> <p><input type="checkbox"/> Recognise what influences peoples priorities towards spending and saving money.</p> <p><input type="checkbox"/> Explain what makes something good value for money to different people.</p>
witness experience	resolve	effective	mistake	environment	priority influence

Learning Overview Values Day - Year 4

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To know which stereotypes are present in today's world.	To reflect upon own friendship skills.	To identify which emergency service is appropriate to call in different situations.	To understand people deal with change differently.	To understand how our choices impact the environment.	To recognise the wide variety of choices available to people.
<input type="checkbox"/> Understand others may have different views and show respect for these. <input type="checkbox"/> Know what a stereotype is. <input type="checkbox"/> Give examples of when stereotypes may occur (Race, religion, disability and gender) <input type="checkbox"/> Confidently express views on different topics.	<input type="checkbox"/> Describe qualities that they value in a friend. <input type="checkbox"/> Say what makes you a good friend. <input type="checkbox"/> Explain how you resolve differences effectively. <input type="checkbox"/> Give an example of what you did to effectively resolve differences with a friend.	<input type="checkbox"/> Know how to make an emergency call. <input type="checkbox"/> Explain the roles of the different emergency services. <input type="checkbox"/> Identify situations when it would be appropriate to make a call to the emergency services. <input type="checkbox"/> Consider risks that may require more than one emergency service.	<input type="checkbox"/> Understand what mental health and wellbeing means. <input type="checkbox"/> Identify how change can affect a person's mental health and wellbeing. <input type="checkbox"/> Describe ways to deal with change positively. <input type="checkbox"/> Explain why it is important to be resilient to change.	<input type="checkbox"/> Discuss the importance of being responsible for the environment. <input type="checkbox"/> Identify ways of sharing responsibilities for protecting the environment. <input type="checkbox"/> Describe how everyday choices can affect the environment.(e.g. reducing, reusing, recycling, food choices) <input type="checkbox"/> Research laws that help protect the environment.	<input type="checkbox"/> Identify a job you would like to do when you are older. <input type="checkbox"/> List some skills that would help you in your future career. <input type="checkbox"/> Know there is a broad range of careers and people often have more than one in their lifetime. <input type="checkbox"/> Understand that money is one factor in job choice and that some people choose to do unpaid voluntary work.
stereotype	differences	appropriate	mental health wellbeing	impact	career volunteer

Learning Overview Values Day - Year 5

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To recognise aggressive, assertive and passive behaviours.	To know the difference between healthy and unhealthy friendships and relationships.	To be able to use basic first aid on others.	To describe strategies for dealing with overwhelming emotions in self and others.	To understand the responsibility we have for following rules and laws.	To recognise the importance of using money responsibly.
<p><input type="checkbox"/> Identify when a relationship has become abusive.</p> <p><input type="checkbox"/> Know that being a bystander to abuse is unacceptable. (Race, religion, disability and gender)</p> <p><input type="checkbox"/> Understand the difference between aggressive, assertive and passive behaviour.</p> <p><input type="checkbox"/> Explain what to do when you witness abuse.</p>	<p><input type="checkbox"/> Explore the meaning of being trustworthy.</p> <p><input type="checkbox"/> Consider how some friendships and relationships are unhealthy.</p> <p><input type="checkbox"/> Describe and demonstrate some features of healthy friendships and relationships.</p> <p><input type="checkbox"/> Describe the difference between a friendship and a relationship.</p>	<p><input type="checkbox"/> Consider common injuries that require first aid.</p> <p><input type="checkbox"/> Identify the use of contents in a first aid kit.</p> <p><input type="checkbox"/> Demonstrate basic first aid for common injuries.</p> <p><input type="checkbox"/> Recognise when an injury needs hospital treatment.</p>	<p><input type="checkbox"/> Know what resilience is and have strategies to build own skills.</p> <p><input type="checkbox"/> Have vocabulary to explain the intensity of own feelings to others.</p> <p><input type="checkbox"/> Explain strategies for managing own feelings and emotions and those of others.</p> <p><input type="checkbox"/> Recognise when to seek support for own or others' mental wellbeing.</p>	<p><input type="checkbox"/> Discuss the difference between a rule and a law.</p> <p><input type="checkbox"/> Explain the reasons for having rules and laws.</p> <p><input type="checkbox"/> Describe the consequences of not adhering to rules and laws.</p> <p><input type="checkbox"/> At what age should a child have to follow the law? Discuss.</p>	<p><input type="checkbox"/> Identify the ways money can impact on people's emotions and feelings.</p> <p><input type="checkbox"/> Understand different ways of keeping track of money.</p> <p><input type="checkbox"/> Identify risks associated with money.(debt, gambling)</p> <p><input type="checkbox"/> Know that people's spending decisions can affect others and the environment. (fair trade, single use plastics, giving to charity.)</p>
assertive passive	relationship	injury treatment	overwhelming emotions	law consequences	gambling debt

Learning Overview Values Day - Year 6

Respect / Compassion	Kindness / Inclusion / Diversity	Pride / Inspiration / Inquisitiveness	Courage / Resilience / Perseverance	Responsibility	Aspiration / Ambition
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Blidworth & Rainworth Primary School Partnership
RSHE Subject Pathway 2025-2026

To recognise the responsibility for challenging hate crimes.	To understand friendships can change over time.	To perform the CPR procedure correctly.	To know strategies and support available to improve mental health and wellbeing.	To know how rights protect people.	To know there are many routes to achieve career choices.
<p><input type="checkbox"/> Identify strategies for resolving disputes and conflict in a rational manner.</p> <p><input type="checkbox"/> Recognise discrimination, teasing, anti-social and aggressive behaviours.</p> <p><input type="checkbox"/> Identify hate crimes and know how to report them. (Race, religion, disability and gender)</p> <p><input type="checkbox"/> Know places victims can go for support if they are experiencing difficulties.</p>	<p><input type="checkbox"/> Demonstrate skills needed to make new friends and how to make them feel included.</p> <p><input type="checkbox"/> Understand that friendships and relationships can change over time.</p> <p><input type="checkbox"/> Demonstrate skills to manage change in friendships.</p> <p><input type="checkbox"/> Give an example of when you have navigated a change in a friendship or relationship.</p>	<p><input type="checkbox"/> Know when CPR is needed.</p> <p><input type="checkbox"/> Recall steps for CPR procedure.</p> <p><input type="checkbox"/> Demonstrate basic first aid for CPR.</p> <p><input type="checkbox"/> Describe how a defibrillator machine can help save lives.</p>	<p><input type="checkbox"/> Identify signs of mental ill health.</p> <p><input type="checkbox"/> Know a range of strategies to maintain and improve mental wellbeing.</p> <p><input type="checkbox"/> List organisations that can support with wellbeing and how to access them.</p> <p><input type="checkbox"/> Evaluate possible impact of different mental health strategies.</p>	<p><input type="checkbox"/> Discuss the relationship between rights and responsibilities.</p> <p><input type="checkbox"/> Recognise that rights are there to protect everyone.</p> <p><input type="checkbox"/> Explain how different human rights protect people.</p> <p><input type="checkbox"/> Justify which human right is the most important.</p>	<p><input type="checkbox"/> Recognise stereotypes in the workplace and that a person's career aspirations should not be limited by them.</p> <p><input type="checkbox"/> Understand what might influence people's decisions about a job or career. (personal interests, family connections to certain trades, strengths and qualities.)</p> <p><input type="checkbox"/> Recognise that there is a variety of routes into careers. (College, apprenticeship, university)</p> <p><input type="checkbox"/> Find different examples of career paths for a chosen career.</p>
Hate Crime	navigate	defibrillator resuscitation	organisations	human rights	career path