

LMA: Key Knowledge Progression Document: Relationship, Sex and Health Education.

At Key Stage 1 and 2, the Key Knowledge Progression Document takes account of the Djanogly Learning Trust's key aim:

"Our key aim in providing RSHE throughout our academies is to safeguard our pupils. During their time with us, children will learn key knowledge and skills to help keep them safe and prepare them for adult life." - The Djanogly Learning Trust

Rationale - decisions made include the following:

At Langley Mill Academy we believe that our children need a RSHE that promotes safe and positive relationships and nurtures tolerance and understanding of all. We ensure that experiences encourage and promote pupils to be active citizens of their local and wider communities. We aim for children to become confident, healthy, ambitious and informed individuals in their own right. The personal development of pupils spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve and this is developed through our wider curriculum offer. At LMA, we therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity of cultures. Our curriculum is taught through both discrete lessons, cross curricular links, assemblies and focus weeks.

Updated statutory guidance will come into effect from September 2020. The revised curriculum subjects will be:

- RSE Statutory guidance (and non-statutory sex education)
- PSHE Association Programme of Study

Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum.

Relationships and sex education

Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.

✓ **Skills** are dependent on specific disciplinary and procedural knowledge. A skill is the capacity to perform and in order to perform a deep body of knowledge needs to be acquired and retained.

✓ These substantive **knowledge statements** should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.

✓ When considering pupils' improvement in subject specific vocabulary knowledge, pupils could be provided with a **knowledge organiser** which contains the relevant words used for RSHE for their age group. This should be shared with parents.

KS2 Strands & approximate teaching sequence through academic year

Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic well being	Identity (Y6 only)	Moving On - Transition
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KS1	Strand	Y3	Y4	Y5	Y6
Understanding ways to show respect for different families. Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them. Exploring the conventions of manners in different situations. Exploring how loss and change can affect us.	Families & Relationships: Skills Family Friendships Respectful relationships Change and loss (Y6)	Learning that problems can occur in families and that there is help available if needed. Exploring ways to resolve friendship problems. Developing an understanding of the impact of bullying and what to do if bullying occurs. Identifying who I can trust. Learning about the effects of non-verbal communication. Exploring the negative impact of stereotyping.	Using respectful language to discuss different families. Exploring physical and emotional boundaries in friendships. Exploring how my actions and behaviour can affect other people. Discussing how to help someone who has experienced a bereavement.	Identifying ways families might make children feel unhappy or unsafe. Exploring the impact that bullying might have. Exploring issues which might be encountered in friendships and how these might impact the friendship. Exploring and questioning the assumptions we make about people based on how they look. Exploring our positive attributes and being proud of these (self-respect).	Identifying ways to resolve conflict through negotiation and compromise. Discussing how and why respect is an important part of relationships. Identifying ways to challenge stereotypes. Exploring the process of grief and understanding that it is different for different people.
To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events.	Families & Relationships: Substantive Knowledge Family Friendships Respectful relationships Change and loss (Y6)	To know that I can talk to trusted adults or services such as Childline if I experience family problems. To know that bullying can be physical or verbal. To know that bullying is repeated, not a one-off event. To know that violence is never the right way to solve a friendship problem. To know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. To understand how to listen carefully and why listening is important. To understand that there are similarities and differences between people. To understand some stereotypes related to age.	To know that families are varied in the UK and across the world. To understand the distinct roles related to bullying including victim, bully and bystander. To understand that everyone has the right to decide what happens to their body. To understand the courtesy and manners which are expected in different scenarios. To understand some stereotypes related to disability. To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.	To know that marriage is a legal commitment and is a choice people can make. To know that if I have a problem, I can call ChildLine on 0800 1111. To know what attributes and skills make a good friend. To understand what might lead to someone bullying others. To know what action a bystander can take when they see bullying. To understand that positive attributes are the good qualities that someone has. To know that stereotypes can be unfair, negative and destructive. To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	To know that a conflict is a disagreement or argument and can occur in friendships. To understand the concepts of negotiation and compromise. To understand what respect is. To understand that everyone deserves respect but respect can be lost. To understand that stereotypes can lead to bullying and discrimination. To understand that loss and change can cause a range of emotions. To know that grief is the process people go through when someone close to them dies.

Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self respect.	Health and wellbeing: Skills Health and prevention Physical health and wellbeing Mental wellbeing	Discussing why it is important to look after my teeth. Learning stretches which can be used for relaxation. Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. Exploring my own identity through the groups I belong to. Identifying my strengths and exploring how I use them to help others. Being able to breakdown a problem into smaller parts to overcome it.	Developing independence in looking after my teeth. Identifying what makes me feel calm and relaxed. Learning visualisation as a tool to aid relaxation. Exploring how my skills can be used to undertake certain jobs. Explore ways we can make ourselves feel happy or happier. Developing the ability to appreciate the emotions of others in different situations. Learning to take responsibility for my emotions by knowing that I can control some things but not others. Developing a growth mindset.	Developing independence for protecting myself in the sun. Understanding the relationship between stress and relaxation. Considering calories and food groups to plan healthy meals. Developing greater responsibility for ensuring good quality sleep. Taking responsibility for my own feelings.	Considering ways to prevent illness. Identifying some actions to take if I am worried about my health or my friends' health. Identifying a range of relaxation strategies and situations in which they would be useful. Exploring ways to maintain good habits. Setting achievable goals for a healthy lifestyle. Exploring my personal qualities and how to build on them. Developing strategies for being resilient in challenging situations.
To know that food and drinks with lots of sugar are bad for our teeth. To explain the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax.	Health and wellbeing: Substantive Knowledge Health and prevention Physical health and wellbeing	To understand ways to prevent tooth decay. To understand the positive impact relaxation can have on the body. To know the different food groups and how much of each of them we should have to have a balanced diet. To understand the importance of belonging.	To know key facts about dental health. To know that visualisation means creating an image in our heads. To know that different job roles need different skills and so some roles may suit me more than others. To know that it is normal to experience a range of emotions.	To understand the risks of sun exposure. To know that relaxation stretches can help us to relax and de-stress. To know that calories are the unit that we use to measure the amount of energy certain foods give us. To know that what we do before bed can affect our sleep quality.	To understand that vaccinations can give us protection against disease. To know that changes in the body could be possible signs of illness. To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.

To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.	Mental wellbeing	To understand what being lonely means and that it is not the same as being alone. To understand what a problem or barrier is and that these can be overcome.	To know that mental health refers to our emotional wellbeing, rather than physical. To understand that mistakes can help us to learn. To know who can help if we are worried about our own or other people's mental health.	To understand what can cause stress. To understand that failure is an important part of success.	To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). To know the effects technology can have on mental health.
Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road. Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines.	Safety and the changing body: Skills Being safe (including online) Drugs, alcohol and tobacco The changing adolescent body Basic first aid	Exploring ways to respond to cyberbullying or unkind behaviour online. Developing skills as a responsible digital citizen. Identifying things people might do near roads which are unsafe. Beginning to recognise unsafe digital content. Exploring that people and things can influence me and that I need to make the right decision for me. Exploring choices and decisions that I can make. Learning what to do in a medical emergency, including calling the emergency services.	Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online. Discussing the benefits of being a non-smoker. Discussing some physical and emotional changes during puberty. Learning how to help someone who is having an asthma attack.	Developing an understanding of how to ensure relationships online are safe. Learning to make 'for' and 'against' arguments to help with decision making. Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Learning about how to help someone who is bleeding.	Developing an understanding about the reliability of online information. Exploring online relationships including dealing with problems. Discussing the reasons why adults may or may not drink alcohol. Discussing problems which might be encountered during puberty and using knowledge to help. Learning how to help someone who is choking. Placing an unresponsive patient into the recovery position.
To know the PANTS rule. To know that I should tell an adult if I see something which makes me uncomfortable online.	Safety and the changing body: Substantive Knowledge Being safe (including online)	To understand that cyberbullying is bullying which takes place online. To know the signs that an email might be fake. To know the rules for being safe near roads.	To understand that there are risks to sharing things online. To know the difference between private and public.	To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online.	To understand that online relationships should be treated in the same way as face to face relationships. To know where to get help with online problems.

To understand the difference between secrets and surprises. To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. To know the names of parts of my body including private parts.	Drugs, alcohol and tobacco The changing adolescent body Basic first aid	To understand that other people can influence our choices. N/A To know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	To understand the risks associated with smoking tobacco. To understand the physical changes to both male and female bodies as people grow from children to adults. To know that asthma is a condition which causes the airways to narrow.	To know some strategies I can use to overcome pressure from others and make my own decisions. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people. To know how to assess a casualty's condition.	To understand the risks associated with drinking alcohol. To understand how a baby is conceived and develops. To know how to conduct a primary survey (using DRSABC).
Explaining why rules are in place in different settings. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment. Recognising the contribution people make to the local community.	Citizenship: Skills	Exploring how children's rights help them and other children. Considering the responsibilities that adults and children have to maintain children's rights. Discussing ways we can make a difference to recycling rates at home/school. Identifying local community groups and discussing how these support the community.	Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community.	Explaining why reducing the use of materials is positive for the environment. Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Identifying the contribution people make to the community and how this is recognised. Developing an understanding of how parliament and Government work. Identifying ways people can bring about change in society.	Learning about environmental issues relating to food. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Discussing ways to challenge prejudice and discrimination. Identifying appropriate ways to share views and ideas with others.
To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the	Citizenship: Substantive Knowledge	To understand the UN Convention on the Rights of the Child. To understand how recycling can have a positive impact on the environment. To know that the local council is responsible for looking after the local area.	To know that human rights are specific rights that apply to all people. To know some of the people who protect our human rights such as police, judges and politicians. To know that reusing items is of benefit to the environment.	To know what happens when someone breaks the law. To understand the waste hierarchy. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend	To know that education is an important human right. To know that our food choices can affect the environment. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.

environment in school and the local community. To understand how democracy works in school through the school council. To understand that different groups of people make different contributions to the community.		To know that elections are held where adults can vote for local councillors. To understand some of the consequences of breaking rules. To understand the role of charities in the community.	To understand that councillors have to balance looking after local residents and the needs of the council. To know that there are a number of groups which make up the local community.	existing laws and challenge the government's work. To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.	To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors.
Explaining adult money sources. Identifying whether something is a want or need. Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents. Exploring the reasons why people choose certain jobs. Identifying some ways to make an environment inclusive and fair. Reflecting on the importance of individuality and diversity.	Economic well being (Skills)	Considering pros and cons of payment methods. Contemplating budgeting benefits. Planning and calculating within a budget. Discussing attitudes and feelings about money. Developing empathy in financial situations. Handling negative financial emotions. Making ethical spending decisions. Assessing impact of spending choices. Reflecting on future job based on goals. Challenging and understanding workplace stereotypes. Ranking factors influencing job choices.	Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.	Discussing money risks and management. Making and prioritising budgets. Discussing money's role in career choices. Assessing loan and borrowing responsibilities and suitability. Implementing money safeguarding strategies. Navigating emotional implications in financial situations. Seeking guidance for financial dilemmas. Integrating factors to inform career decisions.	Developing emotional intelligence related to financial matters. Applying coping strategies for managing financial emotions. Assessing risks in both physical and digital financial environments. Implementing safeguarding measures for money in real-world scenarios. Adapting to financial changes associated with transitioning to secondary school. Preparing personally for financial and career changes in secondary school. Identifying different forms of gambling and understanding their risks. Applying responsible gambling attitudes in real-world situations. Recognising various workplace environments and their characteristics. Identifying career options in multiple sectors. Evaluating the suitability of different career paths. Aligning career options with personal interests and strengths.
To know that many adults earn money by having a job.	Economic well being: Substantive Knowledge	To know that we can pay for things using cash, a debit card, a credit card, online banking, and digital wallets.	To know that getting value for money involves considering the cost, usefulness and quality of items.	To know that being 'in debt' or 'having debt' means that you have spent more	To know that our emotions can be linked to money.

To know some basic needs for survival, such as food, water and shelter. To know that a bank account is like a special place in a bank that keeps money safe until it is needed. To know that a bank account card is like a special key that unlocks a bank account to access the money inside. To know that saving money is when we keep some money and don't spend it straight away. To know that it is important for workplaces to include a variety of people to bring different viewpoints and skills.		To know that spending should be based on necessity, importance, and available budget. To know that budgeting is planning how to spend and save the money that you have available. To know that money can cause us to have positive and negative feelings. To know how we spend money can affect other people and the environment, like buying environmentally friendly products to help protect the planet. To know that different jobs contribute to our society in different ways. To know that stereotypes are oversimplified ideas about what jobs are suitable for people based on gender, race, or other characteristics. To know that it is important to consider what they are good at and enjoy doing when choosing future careers. To know that they can aim for any career they are interested in and passionate about, regardless of stereotypes or other people's expectations.	To know that purchases can be influenced by needs, wants, peer pressure, and advertising. To know that people often earn interest when they keep savings in a bank account. To know that earning interest is when the bank gives you some extra money as a reward for keeping your money with them. To know that people often change jobs or careers multiple times in their lives. To know that stereotypes can be made on age, gender, culture, ability and interest and hobbies.	money than you have and owe money to others or the bank. To know the difference between money earned (income) and money spent (expenditure). To know that borrowing money, like loans or credit, involves the responsibility to pay it back with interest. To know that when a bank or someone lends you money, they may ask you to pay back more than what you borrowed. The extra amount is the interest, which is like a fee for using someone else's money. To know that they should be cautious about sharing financial information. To know that money can cause a range of emotions, from stress and anxiety when finances are tight, to happiness and excitement when they can afford something they want. To know that their educational choices and personal interests can play a significant role in determining their future career options and opportunities. To know that it is important to challenge work-related stereotypes to create a more inclusive and fair work environment.	To know an online scam is when someone uses the internet to trick or deceive people into giving away their money or personal information. To know that a secure password should have a combination of letters, numbers and special symbols and be kept secret from others. To know that at secondary school they may have to manage different types of expenses like lunches, travel costs, school materials, and social activities. To know that gambling or betting is paying to play a game where you don't know if you will win more money or lose your money. To know that gambling can cause people to lose a lot of money and can be very addictive. To know that a career route is the path you take to have a particular career and the qualifications and experience you have to gain along the way.
	Identity (Y6 only) Skills				Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.
	Identity (Y6 only) Substantive Knowledge				To know that identity is the way we see ourselves and also how other people see us.
Identifying people who can help us when we are worried about changes.	Moving On – Transition Skills	Learning strategies to deal with change.	Recognising our own achievements. Being able to set goals.	Recognising own skills and how these can be developed.	Exploring a greater range of strategies to deal with feelings associated with change.

To understand that change is part of life.	Moving On – Transition Substantive Knowledge	To understand that change often brings about more opportunities and responsibilities.	To know that setting goals can help us to achieve what we want.	To understand the skills needed for roles in school.	To know that a big change can bring opportunities but also worries.
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