

A guide to outline progression from primary school RSHE to RSHE at Ellis Guilford School

Why do we teach what we teach? A guide aimed at helping all stakeholders understand why we cover certain topics at EGS (purple boxes), by outlining the knowledge our young people have already gained during their time at primary school (blue boxes). The topics included in this document are specifically topics which are taught in both primary and secondary school and build on prior learning. The comprehensive list of content from the DfE RSHE Guidance can be found [here](#), which includes topics only covered once students reach secondary school.

Relationships Education (KS1 & KS2) and Relationships and Sex Education (KS3 & KS4)

Families and People who care for me

That families are important for children growing up because they can give love, security and stability.

How these relationships might contribute to human happiness and their importance for bringing up children.

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.

The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.

That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.

That there are different types of committed, stable relationships.

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.

What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.

That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Why marriage is an important relationship choice for many couples and why it must be freely entered into.

The characteristics and legal status of other types of long-term relationships.

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.

Respectful relationships and Caring friendships

The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.



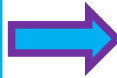
The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

Practical steps they can take in a range of different contexts to improve or support respectful relationships.



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What a stereotype is, and how stereotypes can be unfair, negative or destructive.



How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.



About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.

The importance of permission-seeking and giving in relationships with friends, peers and adults.

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.



What constitutes sexual harassment and sexual violence and why these are always unacceptable.

The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.



The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

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.



That some types of behaviour within relationships are criminal, including violent behaviour and coercive control.

Online relationships

That people sometimes behave differently online, including by pretending to be someone they are not.

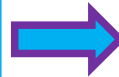
That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.



Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.

About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.



Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.

What to do and where to get support to report material or manage issues online.

The impact of viewing harmful content.

That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.

How information and data is shared and used online.



How information and data is generated, collected, shared and used online.

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.



The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.

How to recognise and report feelings of being unsafe or feeling bad about any adult.



How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Physical Health and Mental Wellbeing (KS1 & KS2) into (KS3 & KS4)

Mental wellbeing

That mental wellbeing is a normal part of daily life, in the same way as physical health.

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.



How to talk about their emotions accurately and sensitively, using appropriate vocabulary.

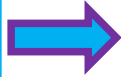
The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.



The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.



That happiness is linked to being connected to others.

That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.



How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.



Common types of mental ill health (e.g. anxiety and depression).

Internet safety and harms

That for most people the internet is an integral part of life and has many benefits.

About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

Why social media, some computer games and online gaming, for example, are age restricted.



The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.

How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.

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.

Where and how to report concerns and get support with issues online.



How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.

Physical health and fitness

The characteristics and mental and physical benefits of an active lifestyle.

The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.



The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.

The risks associated with an inactive lifestyle (including obesity).

What constitutes a healthy diet (including understanding calories and other nutritional content).

The principles of planning and preparing a range of healthy meals.

The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).



The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health.

Drugs, alcohol and tobacco

The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.



The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.

The law relating to the supply and possession of illegal substances.

The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.

The physical and psychological consequences of addiction, including alcohol dependency.

Basic first aid

How to make a clear and efficient call to emergency services if necessary.

Concepts of basic first-aid, for example dealing with common injuries, including head injuries.



Basic treatment for common injuries.

Life-saving skills, including how to administer CPR.

The purpose of defibrillators and when one might be needed.

Changing adolescent body

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

About menstrual wellbeing including the key facts about the menstrual cycle.



Key facts about puberty, the changing adolescent body and menstrual wellbeing.

The main changes which take place in males and females, and the implications for emotional and physical health.