

# LLfL RSHE curriculum progression map

*Our RSHE key concepts are:*

- *Being safe*
- *Families and people who care for me*
- *Changing adolescent bodies*
- *Drugs and tobacco*
- *Health and prevention*
- *Basic first aid*

These concepts have been chosen with the statutory Relationships Education, Relationships and Sex Education and Health Education (England) framework 2019 in mind and based on the needs of our pupils. Our key concepts will be throughout the year so that pupils are able to rehearse the meanings of these in different contexts to deepen their understanding. The yearly program has been written in a cyclical format, to allow pupils to revisit learning. For example, pupils will learn about consent in Term 1, and then safe and unsafe behaviours in familial and romantic relationships in Term 2.

Pre-Scheme A					
Keeping myself safe	Me and My Relationships	Changing Bodies	Managing my Health	Health and Prevention	Citizenship
<b>Stories/ Songs:</b> Head, Shoulders, Knees and toes.  Pantosaurus	<b>Stories/ Songs:</b> Monkey Puzzle- Julia Donaldson  Song: The finger family song	<b>Stories/ Songs:</b> Head, Shoulders, Knees and toes.	<b>Stories/ Songs:</b> Weather song	<b>Stories/ Songs:</b> I Don't Want to Wash My Hands!: Tony Ross (Little Princess) `  Handwashing song	<b>Stories/ Songs:</b>  Transition songs  999 song  If you're a king and you know it
<b>Core Vocabulary:</b> Yes, no, want, help, stop, no, finished, parts of the body	<b>Core Vocabulary:</b> home, school, Mum, Dad, Brother, Sister, Nanny/ Grandma, Grandad	<b>Core Vocabulary:</b> same, different	<b>Core Vocabulary:</b> want, help, more, finished, outside, sunny, rainy, cloudy, drink	<b>Core Vocabulary:</b> want, help, more, finished, toilet, outside, now, next, first, then, food	<b>Core Vocabulary:</b> stop, go, home, school, wait, off, yes, no, first, then, now, next, same, different, king, police.
Knows the name for the main parts of their bodies.	Recognises themselves in photos. Recognises people in their family/ who care for them.	Understand the key features of the life cycle of a plant and an animal.	Assists adults in applying sunscreen. Follow classroom routines to drink water. Able to wear a hat. Able to wear sunglasses. To begin to know types of weather.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Make healthy choices about food, drink, activity and toothbrushing.	Can recognise the roles of others in British society.

Composite Skills Key:

Can withdraw

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
Term 1	Key Concept	Being Safe	Being Safe	Being Safe	Being Safe	Being Safe
	Topic	Keeping myself safe	Keeping myself safe	Keeping myself safe	Keeping myself safe	Keeping myself safe
	Composite Skills Component skills	<p><b>RSHE programme of study (KS1/2)-</b></p> <p>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>To be able to identify and recognise their personal possessions and those that are shared.</p> <p>To recognise the personal possessions of others, know that they need to ask to borrow something that belongs to someone else and that they must respect the rights of others who may refuse.</p> <p>Knows what personal space is.</p> <p>To be able to identify their personal space.</p> <p>To know not to stand within the personal space of someone else.</p> <p>To be able to tell someone if they are in their personal space.</p> <p><b>To know that each person's person belongs to them, and</b></p>	<p><b>RSHE programme of study (KS1/2)-</b></p> <p>Knows what sort of boundaries are appropriate in friendships with peers and others.</p> <p><b>To know the importance of permission-seeking and giving in relationships with friends, peers and adults.</b></p> <p>To know what consent is and know they should ask for consent before touching someone.</p> <p>To know how to ask for consent.</p> <p>To be able to recognise when consent has or has not been given.</p> <p>Knows how to say no if they do not like how they are being touched.</p> <p><b>To know that each person's person belongs to them, and the differences between appropriate and</b></p>	<p><b>RSHE programme of study (KS1/2)-</b></p> <p>To know that each person's person belongs to them, and the differences between appropriate and inappropriate or unsafe physical, or other, contact</p> <p>Know when it may be ok for someone to make us feel uncomfortable with touch.</p> <p>Know when physical touch may be inappropriate.</p> <p>Knows some times when others may need to see or touch private parts of their bodies.</p> <p>Knows how to seek and check for consent</p> <p><b>To know the concepts 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.</b></p> <p>To know places that are public and private</p> <p>To know times that we or others</p>	<p><b>RSHE programme of study (KS3)-</b></p> <p>To know the concepts and laws relating to harassment.</p> <p>To that there are some types of behaviour that are not safe between peers.</p> <p>To know what sexual harassment is and that it is never acceptable.</p> <p>To know how to recognise and respond to pressure from peers to do something unsafe or that makes them feel worried or uncomfortable.</p> <p><b>To know the concepts of, and laws, relating to, sexual consent.</b></p> <p><b>To know how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn.</b></p> <p>Knows how to seek and check for consent in different contexts</p> <p>Knows how to give, decline and withdraw consent.</p> <p>Knows that consent requires both</p>	<p><b>RSHE programme of study (KS3)-</b></p> <p>To know the concepts and laws relating to the abuse and exploitation of children and young people.</p> <p>To recognise the signs of Child Sexual Exploitation (CSE) and understand that this is abusive behaviour.</p> <p>To know the concepts and laws relating to grooming</p> <p>To be able to identify signs of grooming.</p> <p>To know the concepts and laws relating to radicalisation.</p> <p>To be able to identify signs of radicalisation.</p>

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	Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	<p><b>the differences between appropriate and inappropriate or unsafe physical, or other, contact</b></p> <p>To learn to identify and name parts of the body , including male and female genitalia (vulva, vagina, penis, testicles)</p> <p>To know that their body is theirs.</p> <p>Know that they can say no to being touched and how to say no.</p> <p>To know that other people can say no to being touched and that they should then not be touched.</p> <p>To know safe ways trusted adults may touch us as part of our daily care, during play or to show affection</p> <p><b>To know how to report feelings of being unsafe or feeling bad about any adult.</b></p> <p>To know what a safety network is.</p> <p>To know people who are in their safety network.</p>	<p><b>inappropriate or unsafe physical, or other, contact</b></p> <p>To know which parts of the body are private, including male and female (vulva, breasts, penis, testicles).</p> <p>To know what private and public mean.</p> <p>To know the difference between something that is public and private.</p> <p>To know that they should not usually see or touch other people's private parts.</p> <p><b>To know how to report feelings of being unsafe or feeling bad about any adult.</b></p> <p>To know what a safety network is.</p> <p>To know people who are in their safety network.</p> <p>To know who the NSPCC are and how they can contact the NSPCC for help.</p>	<p>would expect to be private.</p> <p>To know things we may do in private but never in public.</p> <p>To know what a secret is.</p> <p>To know the difference between secrets, surprises and things that are private.</p> <p>To know when a secret may be unsafe.</p> <p><b>To know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</b></p> <p>To know people who are in their safety network</p> <p>To know who the NSPCC are, how they protect children and how they can contact the NSPCC for help.</p> <p>To know that they need to keep trying until they are heard</p>	<p>the freedom and capacity to consent.</p> <p>Knows non-verbal signs that indicate consent is not given.</p> <p>Knows the laws relating to consent, including online.</p> <p>Knows that they should tell an adult if something makes them happy or worried, who to tell and how to do it even if we have been told not to</p>	

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
		To know who the NSPCC are and how they can contact the NSPCC for help.				
Term 2	Key Concept	Families and people who care for me Being safe	Families and people who care for me Being safe	Families and people who care for me Being safe	Families and people who care for me	Families and people who care for me
	Topic	Me and my relationships	Me and my relationships	Me and my relationships	Me and my relationships	Me and my relationships
	Composite Skills Component skills	<p><b>RSHE programme of study (KS1/2)-</b></p> <p>To know that families have an important role in the lives of children. To be able to identify people who love and care for them. To know the characteristics of healthy family life.</p> <p><b>To be able to recognise unhealthy behaviours in families and know where to seek support.</b> To be able to recognise unsafe family behaviours. To know how and where to seek support if anyone in their family is making them feel worried.</p>	<p><b>RSHE programme of study (KS1/2)-</b></p> <p>To know that families are different and that they should be respected, even if different to their own. To know that family structures can change. To know that families may look different from their families, but that they should respect those differences.</p> <p><b>To be able to recognise unhealthy behaviours in families and know where to seek support.</b> To know that people can experience abuse in families. To know different forms of abuse and what they mean.</p>	<p><b>RSHE programme of study (KS3)-</b></p> <p>To know that when they are older that they may be in a romantic relationship. To know what a romantic relationship is. To know how a romantic relationship is different from a friendship. To know that romantic relationships must be consensual.</p> <p><b>To know that discrimination is always wrong and the ways in which people may be discriminated against.</b> To know what diversity is and know ways we are different, including diversity within</p>	<p><b>RSHE programme of study (KS3)-</b></p> <p>To know the concepts relating to long term relationships, including marriage. To know the characteristics and legal status of different types of long term relationship. To know how relationships contribute to human happiness and the importance in bringing up children To know that people have the right to choose whom they marry or whether to get married. To know that forced marriage is a crime. To know that long term relationships can break down, including in marriage. To know ways to manage the</p>	<p><b>RSHE programme of study (KS3)-</b></p> <p>Knows how to sustain long term healthy relationships. To know the characteristics of positive and healthy relationships. To be able to identify healthy behaviours in relationships.</p> <p><b>To be able to recognise behaviours in romantic relationships that may be unsafe and how to manage them safely</b> To know behaviours that are unhealthy in relationships. To know the difference between safe and unhealthy behaviours in relationships. To know behaviours that are unsafe in relationships, including</p>

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			<p>To be able to recognise different forms of abuse.</p> <p>To know where to seek support if anyone is making them feel worried or unsafe in their families and have the vocabulary to report abuse.</p>	<p>relationships.</p> <p>To know the legal rights and responsibilities of equality, including the protected characteristics.</p> <p>To know that in school and the wider community that they can be expected to be treated with respect.</p> <p>To know how stereotypes can cause damage.</p> <p>To know we should not be rude or unkind towards other people because they are 'different' (prejudice) and treat them unfairly because of it (discriminate).</p>	<p>breakdown of a relationship.</p>	<p>those that are criminal such as violent behaviour, sexual violence and coercive control.</p> <p>To know the concept and laws relating to domestic violence and consent.</p> <p>To know the difference between safe, unhealthy and unsafe behaviours in relationships.</p> <p>Knows how to seek advice and report concerns.</p>
Term 3	Key Concept	Changing Adolescent bodies Being safe	Changing Adolescent bodies Being safe	Changing Adolescent bodies	Changing Adolescent bodies Intimate and sexual relationships	Changing Adolescent bodies Intimate and sexual relationships
	Topic	Changing bodies	Changing bodies	Changing bodies	Changing bodies	Changing bodies
	Composite Skills Component skills	<p>RSHE programme of study (KS1/2)-</p> <p>To know that their body is theirs and that they have the right to say when they can and can't be touched.</p>	<p>RSHE programme of study (KS1/2)-</p> <p>To know which parts of their body are private and rules about safe touch of private parts of their body.</p>	<p>RSHE programme of study (KS3)-</p> <p>To know what puberty is, why it happens and how to safely manage the changes that happen physically and emotionally.</p>	<p>To know the benefits of self examination in managing their health as their body changes.</p> <p>To know why they should regularly check their testicles and breasts.</p> <p>To know what changes to their</p>	<p>To know that things can impact their reproductive health</p> <p>To know facts relating to fertility.</p> <p>To know ways a healthy lifestyle can impact on fertility.</p> <p>To know what menopause is and</p>

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	<p>To learn to identify and name parts of the body , including male and female genitalia (vulva, vagina, penis, testicles)</p> <p>To know that their body is theirs and that they should not be touched without consent.</p> <p><b>To know the main stages of the human lifecycle and the different characteristics of each stage.</b></p> <p>To know the names of the main stages of the human lifecycle.</p> <p>To learn some ways that the body changes, not including puberty.</p> <p>To know how the characteristics of each stage of the human life cycle are different.</p> <p>Knows what menstruation is and how to manage it (girls- Year 5/6)</p>	<p>To know which parts of the body are private, including male and female (vulva, breasts, penis, testicles).</p> <p>Knows that they should not be touched, or touch others, without their consent</p> <p><b>To know the changes that happen to their body during puberty</b></p> <p>Knows some ways the body changes, including puberty</p> <p>Knows what menstruation is and knows in simple terms why it happens.</p> <p><b>To learn what gender stereotypes are and that they can have a negative impact on the mental health of others.</b></p> <p>To learn that some people have fixed ideas about what boys and girls can do.</p> <p>Knows how gender stereotypes can be harmful to mental health.</p> <p>To know that boys are girls do not need to conform to gender stereotypes.</p>	<p>To know the physical changes that happen during puberty to their body.</p> <p>To know that puberty happens in order for human reproduction to be possible.</p> <p>Knows what wet dreams are and why they happen.</p> <p>Knows what menstruation is and why it happens..</p> <p>Knows how to keep their body clean during puberty.</p> <p>To know emotional changes happen during puberty,</p> <p>Knows what masturbation is, that it is private behaviour and how to manage it appropriately</p> <p>To know that as they get older they may be attracted to someone romantically, of the same sex or a different sex to them.</p> <p>To know what gender identity is.</p> <p>To know that for some people their gender identity does not correspond with their biological sex assigned at birth.</p>	<p>testicles and breasts that may be a concern.</p> <p>To know how and when to conduct a breast and testicular examination.</p> <p><b>To know the human process of reproduction and the roles of the reproductive organs.</b></p> <p>Knows the names of the reproductive organs and how they are made up.</p> <p>Knows what the parts of the reproductive organs do.</p> <p>Knows the process of reproduction, including how babies are conceived.</p> <p>Knows how babies are born.</p> <p><b>Knows that there are ways in which you can stop a baby from being conceived.</b></p> <p><b>To learn the decisions that have to be made before having a baby.</b></p> <p><b>To be able to make choices to better support good sexual health.</b></p> <p>To know that there are different types of relationships, including sexual relationships</p> <p>To know the concepts and laws relating to sexual consent</p> <p>To know the importance of using contraception and the</p>	<p>why it happens.</p> <p>To know facts relating to miscarriage.</p> <p>To know that there are choices in relation to pregnancy, including- keeping the baby, adoption, abortion and where to get further help.</p> <p>Knows how the use of alcohol and drugs can lead to risky sexual behaviour</p> <p>Knows where to access sexual and reproductive health advice and treatment</p> <p>Knows the concepts and laws relating to FGM.</p>

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
			To know that differences should be respected.		consequences of not using contraception on sexual health. To know the key facts about treatment for STIs. Knows where to access sexual and reproductive health advice and treatment To know the importance and facts about sexual health screening.	
Term 4	Key Concept	Health and Prevention	Drugs and Tobacco	Drugs and Tobacco	Drugs and Tobacco	Drugs and Tobacco
	Topic	Managing my Health	Managing my Health	Managing my Health	Managing my Health	Managing my Health
	Composite Skills Component skills	Knows that the sun can cause their body harm and how to protect their bodies Knows some ways that the sun can be dangerous to their body Knows how to protect their skin from the sun Knows how to reduce the risk of sun damage	Knows of common harmful substances things that can cause their body harm and how to manage their use safely Knows how to recognise harmful substances Knows how to safely store harmful substances To know what medicines are and can recognise common medicines To learn key rules about how to use medicines safely Knows what they need to do to get help if they ingest	Knows some common legal drugs and their associated risks To learn some types of legal drug To learn what food and drink items contain caffeine To learn the effects of caffeine on their body To learn the effects of smoking on the body To know what vaping is To know how vaping can be harmful to their health To know how vaping can be harmful to the environment	The facts about legal and illegal harmful substances and their associated risks. Knows types of common legal drugs To learn what alcohol is and how it affects the body To learn about the risks of drinking alcohol on their health To learn some of the laws about drinking alcohol To learn how alcohol can be drunk safely Knows what constitutes low alcohol consumption in adulthood To know how to manage risks when they or others are drinking alcohol	Knows some of the risks associated with illegal substances, including the laws relating their supply and distribution. Knows types of common illegal drugs Knows some of the risks associated with illegal drugs To know about the risk between drug use and mental health conditions To know the physical and psychological consequences of alcohol dependency

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
			harmful substances or medicines	<p>To know some misconceptions about the impacts of vaping on their health</p> <p>To learn to identify reasons why people start smoking</p> <p>Knows some of the benefits of not smoking, or quitting smoking</p> <p>To know some of the laws about smoking</p>	<p>Is able to put someone into the recovery position.</p> <p>To gain an awareness of the dangers of drugs which are prescribed but still present serious health risks</p>	<p>To know the physical and psychological consequences of addiction</p> <p><b>To know children and young people can be at risk of criminal exploitation in relation to the supply of illegal substances.</b></p> <p>To know the laws relating to the supply and possession of illegal substances.</p> <p>To know that County Lines is the criminal exploitation of children and young people.</p> <p>To know that County lines are illegal.</p> <p>To recognise some common signs of grooming and involvement in Child Criminal Exploitation.</p>
Term 5	Key Concept	Health and Prevention	Health and Prevention Basic First Aid	Health and Prevention Basic First Aid	Basic First Aid	Basic First Aid
	Topic	Health and Prevention	Health and Prevention	Health and Prevention	Health and Prevention	Health and Prevention

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	<b>Composite Skills</b> Component skills	<p><b>To know how they can prevent the spread of germs</b></p> <p>To know how to have good hand hygiene</p> <p>To know why we wash our hands</p> <p>Knows that they need to cover their faces when they sneeze and wash their hands afterwards</p> <p>To know how to wash their hands using an efficient method</p>	<p><b>To know how to maintain good dental health</b></p> <p>To know why it is important to brush their teeth</p> <p>To know how to brush teeth effectively</p> <p>To know about the importance of dental flossing</p> <p>To know things that can damage their dental health</p> <p>To know the importance of visiting the dentist</p>	<p><b>To know how the use of medicines can contribute to their physical health</b></p> <p>Knows how to recognise the signs of illness, including weight loss.</p> <p>Know common illnesses can be treated quickly with the correct treatment.</p> <p>To gain an awareness of the dangers of drugs which are prescribed but still present serious health risks</p> <p>To learn how medicines get into our body</p> <p>To know what immunisation and vaccination is and how it contributes to our good health</p> <p>To learn how to take medicines safely (given by an adult, not taken on their own, not to take medicines that they have found)</p> <p><b>To know how to seek help in a medical emergency</b></p> <p>I can make an emergency call and request an ambulance</p> <p>Can explain the problem when making an emergency call</p> <p>To be able to state their emergency contact information.</p>	<p><b>Knows basic treatment for common injuries.</b></p> <p>Identifies when someone might need first aid because they are hurt/ injured</p> <p>To know basic treatment for common injuries using first aid techniques</p> <p>To know basic treatment for head injuries</p> <p><b>Is able to make an efficient call to the emergency services in order to seek support.</b></p> <p>To be able to make an emergency call and request the correct emergency service for a medical emergency.</p> <p>To be able to communicate the problem when making an emergency call.</p>	<p><b>Knows life-saving skills, including how to administer CPR.</b></p> <p><b>Knows the purpose of defibrillators and when one might be needed.</b></p> <p>Knows how to complete a primary survey</p> <p>Knows how and when to put someone in the recovery position</p> <p>Knows how to administer CPR</p> <p><b>Knows about the science relating to blood, organ and stem cell donation.</b></p> <p>Identify the steps involved in blood, organ and stem cell donation</p> <p>Knows the importance of donation for individuals and for society</p> <p>Knows some different blood groups and know that recipients can only receive blood from donors with compatible groups</p> <p>Knows why NHSBT needs a constant supply of donors and an increase in donors from some groups</p> <p>Knows that there are choices available when it comes to donation and what they are.</p>

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		Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
				<p>To be able to provide their location when making an emergency call.</p> <p>To be able to use an app to find their location if it is not known to them.</p>		Knows the law around organ donation in England
Term 6	Key Concept	Scheme A	Scheme B	Scheme C	Scheme D	Scheme E
	Topic	Citizenship	Citizenship	Citizenship	Citizenship	Citizenship
	Composite Skills	<p><b>Citizenship programme of study (KS1)-</b></p> <p>To know the need for rules and why they help everyone</p> <p>To know why we have rules</p> <p>To know how rules keep us safe</p> <p>To know what laws are</p> <p>To know how rules protect our rights</p> <p>To know that they have rights</p> <p>To know what some of their rights are</p> <p>To be able to respect the rights of others at school</p>	<p><b>Citizenship programme of study (KS1)-</b></p> <p>To know how they belong to different groups and communities</p> <p>To know that they are a part of a school community</p> <p>To know that they are part of a neighbourhood community</p> <p>To know that they are a part of Britain</p> <p>To know how they can help the communities that they belong to.</p> <p><b>To identify and respect the differences and similarities between people</b></p> <p>To know that others may have families that are</p>	<p><b>Citizenship programme of study (KS2)-</b></p> <p>To know what democracy is and about the institutions and elements that support it locally and nationally</p> <p>To know what a democracy is</p> <p>To know why a democracy is important</p> <p>To know the role of national government in democracy</p> <p>To know that we all have human rights and what our human rights are</p> <p>Knows that not everyone's rights are met</p> <p><b>To know that differences and similarities between people arise from a number of factors, including cultural,</b></p>	<p><b>Citizenship programme of study (KS3)-</b></p> <p>To know the precious liberties enjoyed by the citizens of the United Kingdom</p> <p>To know what liberty means.</p> <p>To know the rights of British citizens.</p> <p>To understand that human rights protect everyone.</p> <p>Knows ways that prominent figures have positively impacted on the human rights of others</p> <p><b>To know the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</b></p>	<p><b>Citizenship programme of study (KS3)-</b></p> <p>To know the operation of parliament, including voting and elections, and the role of the political parties</p> <p>To know the structure of parliament</p> <p>To know what the roles of parliament are</p> <p>To know how parliament and the government are different</p> <p>To know what the role is of different political parties</p> <p>To know what the role of local and general elections are</p> <p><b>To know the development of the political system of democratic government in the United Kingdom, including the role of</b></p>

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## Scheme A

## Scheme B

## Scheme C

## Scheme D

## Scheme E

different from theirs.  
To know that others may have homes that are different from theirs.  
To know that the places where people live are different from where they live.  
To know that schools around the world are different from their schools.  
To know that all people should be treated with respect.

**ethnic, racial and religious diversity, gender and disability.**  
To know that they have the right to be themselves.  
Knows the ways in which Britain can be diverse  
Knows that stereotypes can negatively impact on their rights  
Knows some protected characteristics  
To know how our human rights are protected.

To know how laws are made.  
Knows how laws impact on their day to day lives.  
Knows what happens if they break the law.  
Knows the role of government, parliament and the justice system.  
Knows the role the police, lawyers and judges play in the law.  
Knows the powers the police have and the limits placed on them.  
Knows what rights they have if they are stopped by the police

**citizens**  
To know how British citizens can influence government decision making  
To know how pressure groups can influence government decision making  
  
**To know the way in which citizens work together to improve their communities**  
To know the way that charities and voluntary groups improve communities within Britain  
To know ways that charities and voluntary groups help to improve communities outside of Britain  
To know the role volunteering plays in improving communities