



CHJS RSHE Progression of Knowledge & Skills



Let your light shine (Matthew 5:16)

Through RSE, children let their light shine when they explore families, relationships, safety, respect and equality. At Church Hill C of E Junior School, we use the Christopher Winter Project scheme for RSE. This resource encourages children to develop skills of listening, empathy, discussions about feelings, relationship with families and friends. These subjects are essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love. We also use the Everyone Welcome scheme. This helps children *“let their light shine”* (Matthew 5:16) by creating a school culture where every child’s identity, voice and values are recognised, respected and celebrated so they feel confident to be themselves and to treat others with kindness and justice.

Some aspects of this curriculum which are age appropriate are taught in Year Groups as discrete RSHE lessons. Please see the top section.

Some aspects of this curriculum are taught in Cycles A and B for lower KS2 as part of the PSHE, Science, Computing, RE or PE curriculum. Please see the bottom section.

Knowledge: Relationships Education	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge Families and people who care for me	Year 3 RSHE lessons Spring Term That families are important for children growing up safe and happy because they can provide love, security and stability. The characteristics of safe and happy family life, such as commitment to each	Year 4 RSHE lessons Spring Term That stable, caring relationships are at the heart of safe and happy families, and are important for children’s security as they grow up.		Year 6 RSHE lessons Spring Term That marriage and civil partnerships represents a formal and legally recognised commitment of two people to each other, which is intended to be life-long. Y6 RSHE lesson 3

	<p>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.</p> <p>That the families of other children, 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.</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Lesson 4</p>			
<p>Substantive Knowledge</p> <p>Caring friendships</p>		<p>Y4 RSHE Lessons Spring Term</p> <p>That most friendships have ups and downs, and that these can often be worked</p>		<p>Y6 RSHE lessons Spring Term</p> <p>The characteristics of friendships that lead to happiness and security,</p>

		<p>through so that the friendship is repaired or even strengthened.</p> <p>Y4 RSHE lesson 2</p>		<p>including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>Y6 RSHE lesson 2 How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Y6 RSHE lesson 3</p>
<p>Substantive Knowledge</p> <p>Respectful, kind relationships</p>	<p>Year 3 RSHE lessons Spring Term</p> <p>That they can expect to be treated with respect by others, and the importance of respecting others including those who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>			<p>Y6 RSHE Lessons Spring Term</p> <p>That they can expect to be treated with respect by others, and the importance of respecting others including those who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>

	<p>RSHE lesson 2</p> <p>The importance of setting and respecting healthy boundaries in relationships with friends, families, peers and adults.</p> <p>Y3 RSHE lesson 3</p> <p>NSPCC Pants lesson</p>			<p>The importance of setting and respecting healthy boundaries in relationships with friends, families, peers and adults.</p>
<p>Disciplinary Knowledge</p> <p>Respectful, kind relationships</p>				<p>How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>Y6 RSHE lesson 4 and 5</p>
<p>Substantive Knowledge</p> <p>Online safety and awareness</p>				<p>Y6 RSHE Lessons Spring Term</p> <p>How to critically evaluate their online relationships and sources of information including awareness of the risks associated with people</p>

				<p>they have never met. For example, that people sometimes behave different online, including pretending to be someone else, or pretending to be a child, and this can lead to dangerous situation. How to recognise harmful content or harmful contact and how to report this.</p> <p>RSHE lesson 4</p>
<p>Substantive Knowledge</p> <p>Being safe</p>	<p>Year 3 RSHE Lessons Spring Term</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact – <i>NSPCC PANTS lesson</i></p>			<p>Year 6 RSHE lessons Spring Term</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact</p>
<p>Disciplinary Knowledge</p> <p>Being safe</p>	<p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>			<p>How to report abuse, concerns about something seen online or experienced in real life or feelings of being unsafe or feeling bad about any adult and the</p>

	Where to get advice e.g. family, school and/or other sources. Y3 RSHE lesson 3			vocabulary and confidence needed to do so. Y6 RSHE lesson 2
Knowledge: Health and Wellbeing	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge Developing Bodies	Year 3 RSHE lessons Spring Term The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. Y3 RSHE lesson 1	Year 4 RSHE Lessons Spring Term The correct names of body parts including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. Y4 RSHE lesson 1 About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty	Year 5 RSHE lessons Spring Term About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty should be discussed as a stage in this process. Y5 RSE lesson 1, 2 and 3 The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls'	Year 6 RSHE Lessons Spring Term About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle and puberty should be discussed as a stage in this process. Y6 RSHE lesson 1 The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them

		<p>should be discussed as a stage in this process.</p> <p>Y4 RSHE lesson 1</p> <p>The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p> <p>RSHE lesson 2</p>	<p>periods start will help them understand what to expect and avoid distress.</p> <p>Y5 RSHE Lesson 2 and 3</p>	<p>understand what to expect and avoid distress.</p> <p>Y6 RSE lesson 1</p>
Section taught in Cycles	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
<p>Substantive Knowledge</p> <p>Caring friendships</p>	<p>How to manage conflict and that resorting to violence is never right.</p> <p>Y3/4 Cycle B PSHE mediation Conflict Autumn Term</p> <p>Y3/4 Cycle B PSHE The Golden Rule spring term</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should</p>	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>Everyone's Welcome – The Boys</p>	

		<p>learn skills for developing caring, kind friendships.</p> <p>Y3/4 PSHE Valentines Day Spring term – Cycle A</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</p> <p>Pol Ed lesson – What can I do when friendships go wrong? Consent in Friendships Cycle A antibullying week</p>	<p>That not every child will have the friends they would like at all times, that most people feel lonely sometimes and that there is no shame in feeling lonely or talking about it.</p> <p>World Mental Health Day</p>	
<p>Substantive Knowledge</p> <p>Respectful, kind relationships</p>	<p>That they can expect to be treated with respect by others, and the importance of respecting others including those who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>That they can expect to be treated with respect by others, and the importance of respecting others including those who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>The different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Anti-bullying week Homophobia – respecting our differences PSHE summer term</p>	<p>What a stereotype is, and how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>Equal Opportunities PSHE spring term</p> <p>The different types of bullying (including cyber</p>

	<p>Everyone's welcome Anti-bullying Week All My Stripes (Cycle B) Disability discrimination</p> <p>The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how to foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>Pol Ed Cycle B Relationships – How can we be role models?</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>PSHE Turning Problems Around Cycle B summer term</p>	<p>Everyone's welcome Anti-bullying Week Pol Ed resources – How should we treat people? King and King (Cycle A) Homophobic bullying</p> <p>sleep</p> <p>The different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Pol Ed lessons – antibullying week – What is bullying? Cycle A</p> <p>How to seek help when needed, including when they are concerned about violence. Harm, or when they are unsure who to trust</p> <p>Pol – Ed lesson – Who are my key people. Antibullying week cycle A</p> <p>The conventions of courtesy and manners.</p>	<p>The conventions of courtesy and manners.</p>	<p>bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>Antibullying week PHSE Bullying spring term</p> <p>The conventions of courtesy and manners.</p>
--	---	--	---	---

	<p>The conventions of courtesy and manners.</p> <p>Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely, the difference between being kind to other people and neglecting your own needs.</p> <p>Year 7 ¼ Cycle B Peer Pressure PSHE spring term Cycle B – What is a healthy friendship? What is peer influence? Pol Ed antibullying week</p> <p>How to pay attention to the needs and preferences of other, including families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p>			
--	---	--	--	--

	<p>Pol-Ed Y2 Relationships How do I share family worries?</p>			
<p>Substantive Knowledge</p> <p>Online safety and awareness</p>			<p>That people should be respectful in online interactions, and that the same principals apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online and strategies for resisting peer pressure.</p> <p>Online risks, including that any material provided online might be circulated, and that once a picture or words has ben circulated there is no way of deleting it everywhere and no control over where it ends up.</p>	<p>How to critically evaluate their online relationships and sources of information including awareness of the risks associated with people they have never met. For example, that people sometimes behave different online, including pretending to be someone else, or pretending to be a child, and this can lead to dangerous situation. How to recognise harmful content or harmful contact and how to report this. <i>Warning Zone trip</i></p> <p>The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online– <i>Warning Zone trip</i></p>

				<p>That there is a minimum age for joining social media sites (currently 13) which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</p> <p>Safer Internet Day – Why does media have age restrictions. Pol-Ed Keeping Safe</p>
<p>Disciplinary Knowledge Online safety and awareness</p>			<p>That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</p> <p>PSHE Spring Safer Internet Day Keeping Safe in Cyber Space Pol Ed Lessons – Y5 Keeping Safe</p>	

			<p>How can we use of phones sensibly? What are deep fakes?</p>	
<p>Substantive Knowledge Being safe</p>	<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact – <i>NSPCC PANTS lesson</i></p>	<p>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact – <i>NSPCC PANTS lesson</i></p>	<p>The concept of privacy and its implications for both children and adult, including that it is not always right to keep secrets if they relate to being safe.</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know.</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</p> <p>Y5 Pol Ed Lessons – grooming and online friendships – antibullying week</p>	<p>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books resources etc.</p> <p>Pol Ed lesson –how can we respect different relationships?– anti-bullying week</p>

			<p>What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books resources etc.</p> <p>Pol Ed lesson – personal boundaries – anti-bullying week</p>	
Knowledge: Health and Wellbeing	Year 3 and 4 Cycle B	Year 3 and 4 Cycle A	Year 5	Year 6
<p>Substantive Knowledge</p> <p>General wellbeing</p>	<p>The importance of promoting general wellbeing and physical health.</p> <p>Y3/4 Cycle B Respect PSHE lesson Spring term</p> <p>The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down</p>	<p>The benefits of physical exercise, time outdoors, and helping other for health 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 and community participation.</p> <p>Pol Ed Year 4 – wellbeing lessons</p>	<p>Isolation and loneliness can affect children and the benefits of seeking support.</p> <p>World Mental Health Day</p> <p>That bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves and other.</p> <p>Y5 Pol Ed Lessons – grooming and online</p>	<p>It is common for people to experience mental health problems and early support can help.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).</p>

	<p>are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</p> <p>How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>World Mental Health Day Autumn Term Pol-Ed – Wellbeing Y3 = How can intense feelings feel? What is mental health? What words can I use to talk about my feelings?</p>	<p>How do my choices keep me healthy? What are healthy habits? Why is food fuel?</p>	<p>friendships – antibullying week Pol Ed lesson – personal boundaries – anti-bullying week</p>	<p>World Mental Health Day Pol Ed – Y6 Wellbeing How can I seek support for my Mental Health?</p> <p>That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement and that everyone grieves differently.</p> <p>RE unit Autumn Term – How does Faith help people when life gets hard?</p>
<p>Substantive Knowledge</p> <p>Wellbeing online</p>	<p>That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</p>	<p>Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also</p>	<p>Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also</p>	<p>How to consider the impact of their online behaviours on others and know how to recognise and display respectful behaviour online. <i>Warning Zone trip</i></p>

	<p>Computing curriculum – internet safety</p>	<p>how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality, in person relationships, looking at the pros and cons of different ways of using online connection.</p> <p>That they have rights in relation to sharing personal data, privacy and consent.</p> <p>How to consider the impact of their online behaviours on others and know how to recognise and display respectful behaviour online.</p> <p>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults</p>	<p>how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality, in person relationships, looking at the pros and cons of different ways of using online connection.</p> <p>That they have rights in relation to sharing personal data, privacy and consent.</p> <p>How to consider the impact of their online behaviours on others and know how to recognise and display respectful behaviour online.</p> <p>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults</p> <p>Computing Autumn term – online safety lessons</p>	<p>Computing – online safety autumn term</p> <p>Why social media, some apps, computer games and online gaming, including gambling are age restricted – <i>Warning Zone trip Internet Safety Day Pol Ed – Keeping Safe – Why does media have age restrictions?</i></p> <p>That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults – <i>Warning Zone trip</i> Computing – online safety autumn term</p> <p>How to understand the information they find online, including from search engines, and know how information is selected and targeted. – <i>Warning Zone trip</i> Computing – online safety autumn term</p>
--	---	---	--	---

		<p>Y3/4 Cycle A Computing Autumn term – online safety lessons</p>	<p>How to take a critical approach to what they see and read on line and make responsible decisions about which content , including content on social media and apps, is appropriate for them.</p> <p>The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms and that gaming can become addictive.</p> <p>Pol-Ed – Keeping Safe What are deep fakes? What can and can't I do on the internet? Pol-Ed Y5 understanding the law Spring Term Internet Safety Day</p>	<p>Where and how to report concerns and get support with issues online – <i>Warning Zone trip</i></p> <p>How to take a critical approach to what they see and read on line and make responsible decisions about which content , including content on social media and apps, is appropriate for them. Computing – online safety autumn</p>
--	--	---	---	---

<p>Substantive Knowledge</p> <p>Physical health and fitness</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>PE curriculum</p>	<p>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, moderate and/or vigorous physical activity.</p> <p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Pol Ed Year 4 – wellbeing lessons</p> <p>How do my choices keep me healthy? What are healthy habits?</p>	<p>The risks associated with an inactive lifestyle (including obesity).</p> <p>PE curriculum</p>	
<p>Substantive Knowledge</p> <p>Healthy eating</p>	<p>The principles of planning and preparing a range of healthy meals.</p> <p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Understanding the importance of a healthy relationship with food.</p> <p>Pol Ed Year 4 – wellbeing lessons</p> <p>How do my choices keep me healthy?</p>		

	<p>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).</p> <p>Cycle B Animals including humans Science topic</p>	<p>What are healthy habits? Why is food fuel?</p>		
<p>Substantive Knowledge</p> <p>Drugs, alcohol, tobacco and vaping</p>				<p>The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</p> <p>Science curriculum – animals including humans. Pol Ed lesson – Y6 keeping safe – what is the issue with addiction? (vaping/smoking)</p>
<p>Substantive Knowledge</p> <p>Health protection and prevention</p>	<p>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</p>	<p>About dental health and the benefits of good oral hygiene including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and</p>		<p>The facts and science relating to vaccination and immunisation. The introduction to topics relating to vaccination and immunisation should be</p>

	<p>Pol-Ed – Y4 Wellbeing – How can I be a hygiene hero?</p> <p>The facts and science relating to vaccination and immunisation. The introduction to topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.</p> <p>Pol Ed – Year 3 wellbeing - How can vaccinations support our health?</p> <p>The importance of sufficient good quality sleep for good health, the amount of sleep recommended for their age, and practical steps for improving sleep such as not using screens in the bedroom. The impact on poor sleep on weight, mood and the ability to learn.</p> <p>Pol Ed Year 2 lesson wellbeing Why is sleep important?</p>	<p>regular check-ups at the dentist.</p> <p>Cycle A – Science Animals including humans</p> <p>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Pol Ed lesson – wellbeing Year 4 – What is my body trying to tell me?</p> <p>Pol Ed lesson – wellbeing Year 4 – What is my body trying to tell me?</p>		<p>aligned with when vaccinations are offered to pupils.</p> <p>Flu vaccinations – autumn term – school nurse video.</p>
--	--	--	--	--

	<p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>Science Year 3/4 Cycle B Light lesson 5</p>			
Personal safety			<p>About hazards, including fire risks that may cause harm, injury or risk and ways to reduce risk. (Fire Brigade visit Y5).</p>	<p>About hazards, including fire risks that may cause harm, injury or risk and ways to reduce risk. Warning Zones Y6.</p> <p>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p> <p>Warning Zones and annual assemblies</p>
<p>Disciplinary Knowledge</p> <p>Basic first aid</p>	<p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>How to make a clear and efficient call to emergency services if necessary.</p>	<p>How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p>	<p>Concepts of basic first-aid, for example dealing with common injuries and ailments, including head injuries.</p> <p>First Aid course summer term</p>

				How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
Get Togethers Assemblies Revisited Annually	<p>How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>The different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That they can expect to be treated with respect by others, and the importance of respecting others including those who are different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>			
Cross-curricular reading	<p>This Is Our House</p> <p>We're All Wonders</p> <p>The Truth About Old People</p> <p>I am Nefertiti</p> <p>Shu Lin's Grandpa</p> <p>Aalfred and Aalbert</p> <p>All My Stripes</p>	<p>When Sadness Comes to Call</p> <p>Julian is a mermaid</p> <p>My Beautiful Voice</p> <p>My Brother George</p> <p>Remixed</p> <p>Red – A Crayon's Story</p> <p>King and King</p>	<p>Tango Makes 3</p> <p>The Girls</p> <p>The Boys</p> <p>Mixed</p> <p>To the Other Side</p> <p>Milo Imagines the World</p>	<p>The Island</p> <p>The Proudest Blue</p> <p>You're So Amazing</p> <p>Saving the Butterfly</p> <p>You Need to Chill</p> <p>Introducing Teddy</p> <p>Emanuele's Dream</p>

<p>Christian Values</p>	<p>Courage – Children develop courage by using age-appropriate vocabulary during RSE lessons.</p> <p>Fairness: This subject promotes respect for people with protected characteristics.</p> <p>Kindness: This value has a central place in all interpersonal relationships.</p> <p>Koinonia: When learning about the importance of treating others with respect and kindness, children develop a growing appreciation of the British Values in our democratic society.</p> <p>Responsibility: Children develop the discipline for seeking wisdom.</p> <p>Thankfulness: Children show thankfulness for the natural world and the wonder of creation.</p> <p>Truthfulness: This value is important in all trusting relationships.</p>
<p>Spiritual Development</p>	<p>At Church Hill C of E Junior School, we seek to provide Relationships and Sex Education (RSE) and Personal, Social, Health Education (PSHE), which will enable all pupils to flourish and let their light shine. This light can symbolise a growing sense of self-realisation and their positive relationships. Through RSE, children have an opportunity to shape their concept of themselves as a unique human being as well as growing empathy, concern and compassion for how to treat others. Learners reflect on how their values and principals affect their relationship with others, developing spiritually. Children develop skills of listening, empathy, discussions about feelings, relationship with families and friends. This subject is essential when nurturing a positive sense of self and their connections to others as well as an appreciation for the beauty of relationships and love.</p>

Information collated from: Relationships Education, Relationships and Sex Education (RSE) and Health Education, DFE July 2025