Relationship, Sex and Health Education (RSHE)

Milestones for progress

Because the threshold concepts are repeated in each year group it is important that students progress in their understanding of them. The curriculum at St Botolph's sets out this progression in the form of three 'Milestones'. Each Milestone contains a range of descriptors which give more detail to be discovered within the concept. Over a two year period students will become more and more familiar with these details by exploring them in a breadth of contexts. These descriptors are not exhaustive and should only be used as a guide for teachers. They should not be 'ticked off' as each one is covered: they should be repeated in as many different contexts as possible.

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Humankind	Think about themselves, learn from their experiences, recognise and celebrate their strengths and set simple but challenging goals. (setting goals) Learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. (Healthy Lifestyle) Develop simple skills to help prevent diseases spreading. (Personal hygiene) Learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. (staying safe)	**Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.** (setting goals) Make informed choices (including recognising that choices can have positive, neutral and negative consequences) and begin to understand the concept of a 'balanced lifestyle'. (Healthy Lifestyle) Know that bacteria and viruses can affect health and that following simple routines can reduce their spread. (Personal hygiene) Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. (staying safe)	**Work collaboratively towards shared goals.** (setting goals) Recognise the role of voluntary, community and pressure groups, especially in relation to health and well-being. (Healthy Lifestyle) **Know how their body will, and their emotions may, change as they approach and move through puberty.** (Personal hygiene) Know about the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc). Recognise and manage 'dares' (staying safe)

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Humankind	Learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (well-being) Learn strategies to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help. (unacceptable behaviour) Identify that behaviour can have positive and negative consequences and that behaviour choices should aim to create positive consequences. (Rights of others)	Know what positively and negatively affects their physical, mental and emotional health. Know what kind of physical contact is acceptable or unacceptable and how to respond. (well-being) Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). (unacceptable behaviour) Discuss the consequences of breaching human rights. Human rights can be breached in a variety of ways, such as unfair treatment and the inability to express an opinion or vote. This can have a negative effect on people's everyday lives and their physical, emotional and mental health. (Rights of others)	Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. (well-being) Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). Realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; develop strategies for getting support for themselves or for others at risk. (unacceptable behaviour) Explain where human rights came from and that there are laws to protect human rights in the UK. Human rights were set out in 1948 by the member countries of the United Nations to ensure the atrocities of the Holocaust never happened again. The Human Rights Act 1998 was passed by Parliament to put the European Convention on Human Rights into British law. (Rights of others)

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Significance	Know about the ways that pupils can help the people who look after them to more easily protect them. Recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets. (relationships) Learn about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency. (significant people)	Recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. (relationships) Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. (significant people)	• Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. (relationships) • Understand personal boundaries; identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy. (significant people)

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Changes	Learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends). (Life changes) Learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (physical development)	Know what positively and negatively affects their physical, mental and emotional health. (Life changes) Recognise how their increasing independence brings increased responsibility to keep themselves and others safe. (physical development)	Learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. (Life changes) Know how their body will, and their emotions may, change as they approach and move through puberty. (physical development)

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Materials	Describe the role that money plays in people's lives, including how to keep it safe, choices about spending or saving money and what influences those choices. (consumers)	Examine the role money plays in the lives of children and adults today. (Consumers)	Identify which commonly available substances and drugs (alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. (consumers)

Threshold Concept	Milestone 1	Milestone 2	Milestone 3
Comparison	Recognise what is fair and unfair, kind and unkind, right and wrong. (compare and contrast) Identify the similarities and differences between people. (diversity)	Recognise that similarities and differences between people arise from several factors (compare and contrast) Identify the range of national, regional, religious and ethnic identities in the United Kingdom. (diversity)	Recognise how a town or city is enriched by the diversity of the people that live there. (compare and contrast) Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. (diversity)