

Curriculum Progression – RSHE

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Protective Behaviours</u>	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling 	<ol style="list-style-type: none"> 1. Feelings and Feeling Safe 2. Feeling Unsafe and Early Warning Signs 3. Body Awareness and Secrets 4. Support Networks and Telling
<u>Relationships</u>	<ul style="list-style-type: none"> - recognise relationships between friends and family members -Work and play collaboratively and take turns with others (ELG) -Form positive attachments to adults and friendships with peers (ELG) -Show sensitivity to their own and to others' needs (ELG) 	<ul style="list-style-type: none"> -Recognise how other people are feeling -Be able to share their own feelings with other -To understand what makes a good friend -To understand how they can be a good friend to others -To learn about the importance of not keeping secrets that make them uncomfortable. -To identify special people in their lives and how they should care for one another. -To respect similarities and differences in others. -To share their opinions on things that matter to them and explain their views. -To learn about how they can contribute to the life of the classroom and the school. -To help construct and agree to follow group and class rules. 	<ul style="list-style-type: none"> -To recognise that their behaviour can affect others, recognise what is fair and unfair; kind and unkind, right and wrong. -To recognise when people are being unkind to either them or others, how to respond who to tell and what to say. -To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). -To recognise the people that look after them, their family networks, who to go to if they are worried and how they can help the people who look after them to more easily protect them. -To learn to listen to other people and play and work cooperatively (including simple strategies to resolve arguments through negotiations). 	<ul style="list-style-type: none"> -To be able to recognise and respond appropriately to a wider range of feelings in others. -To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain relationship. -To recognise different types of relationships including those between acquaintances, friends, relatives and families. -To learn that their actions affect themselves and others. -To work collaboratively towards shared goals. -To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, trolling etc.). -To understand the importance of respect for the difference and similarities between people. 	<ul style="list-style-type: none"> -To listen and respond respectfully to a wide range of people and to feel confident to raise their own concerns. -To recognise other people's feelings and try to see, respect or constructively challenge their point of view. -To understand the concept of keeping something secret or confidential, -To learn about when we should or shouldn't agree to this. -To recognise and manage dares. -To learn the difference between acceptable and unacceptable physical contact. -To know how to respond to unacceptable physical contact. -To know about solving disputes and conflict amongst themselves and their peers. 	<ul style="list-style-type: none"> -To know how to respond appropriately to a wider range of feelings in others. -To understand about the consequences of their actions on themselves and others. - To learn how to work collaboratively towards shared goals. - To develop strategies to solve disputes and conflict through negotiation and appropriate compromise. -To give rich and constructive feedback and support to others to benefit others as well as themselves. -To respectfully listen to others but raise concerns and challenge points of view when necessary. 	<ul style="list-style-type: none"> - To understand the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'. - To learn about different types of relationships (friends, families, couples, marriage, civil partnership) - To know what constitutes a positive, healthy relationship. - To learn the skills to maintain positive relationships - To recognise when a relationship is unhealthy About committed loving relationships (including marriage and civil partnerships) - To know that marriage, arranged marriage and civil partnership is between two people who willingly agree and that to force anyone into

		<ul style="list-style-type: none"> -To recognise the ways in which they are all unique, understand that there will never be another them. -To understand the ways in which we are all the same as all other people; what we have in common with everyone else. -To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy). 	<ul style="list-style-type: none"> -To learn to offer constructive support and feedback to others. -To learn that there are different types of teasing and bullying, that these are wrong and unacceptable. -To develop strategies to resist teasing or bullying, if they experience it or witness it and how to get help. -To share opinions on what matters to them and explain their views through discussions with one other person and the whole class. -To identify and respect the differences and similarities between people. -To learn about what improves and harms their local natural and built environments and the skills needed to care for these (including conserving energy). 	<ul style="list-style-type: none"> -To share their views and opinions with others. -To know what to do if teasing and bullying is happening. -To understand the importance of listening to others and playing cooperatively. 			<ul style="list-style-type: none"> marriage is illegal and the importance of speaking out about forced marriage. - To judge whether physical contact is acceptable or unacceptable and how to respond - To understand personal boundaries, to identify what they are willing to share with their most special people and that we all have rights to privacy - To respectfully listen to others but raise concerns and challenge points of view when necessary - To learn about the factors that make people the same or different and to recognise and challenge 'stereotypes' - To learn about the correct use of the terms sex, gender identity and sexual orientation. - To learn about discrimination teasing, bullying and aggressive behaviour and its effect on others (including cyber bullying, use of prejudice based language, 'trolling').
<u>Sex Education</u>	<ul style="list-style-type: none"> -To name parts of the body. -To begin to understand that humans change as they grow. -To know about some animal life cycles. 	<ul style="list-style-type: none"> -To know about the special people in our lives and how we care for one another. -To learn about how we change as we grow. -To learn about the differences and similarities between people. 	<ul style="list-style-type: none"> -To know about the special people in our lives and how we care for one another. -To learn about how we change as we grow. -To learn about the differences and similarities between people. 	<ul style="list-style-type: none"> -To recognise different types of friendships, why it is important and what makes a good friend. -To identify what helps maintain friendships. -To describe feelings when disagreements and conflict occur. -To identify what can help and not help if there are friendship problems. 	<ul style="list-style-type: none"> -To learn about some of the physical changes experienced during puberty. -To learn about the biological changes that happen to males and females during puberty. -To know about the importance of personal hygiene during puberty. 	<ul style="list-style-type: none"> -To learn about some of the physical changes experienced during puberty. -To learn about the biological changes that happen to males and females during puberty. -To know about the importance of personal hygiene during puberty. 	<ul style="list-style-type: none"> -To describe the physical and emotional changes that occur during puberty and how to manage these. -To identify myths and facts about puberty, and what is important for a young person to know. -To demonstrate how to begin conversations (or ask questions) about

				<ul style="list-style-type: none"> -To demonstrate strategies for solving arguments with peers. 	<ul style="list-style-type: none"> -To know how to respond to questions about puberty. 	<ul style="list-style-type: none"> -To know how to respond to questions about puberty. -To learn how and why emotions may change during puberty. -To know about getting appropriate help, advice and support about puberty. 	<ul style="list-style-type: none"> puberty with people that can help us. -To describe some changes that happen as we grow up. -To identify the range of feelings associated with change, transition to secondary school and becoming more independent. -To describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities. -To learn about adult relationships and the human life cycle. -To know about human reproduction (how a baby is made and how it grows).
<u>Road Safety</u>	<ul style="list-style-type: none"> -To develop familiarity with the Stop, Look, Listen and Think sequence -To know that pedestrians walk on the pavement and vehicles travel on the road -To know how to walk safely with a grown up and hold hands when walking near the road 	<ul style="list-style-type: none"> -To know how to ride a bike/ scooter and cycle/scoot safely. -To know how to keep safe on the road when on holiday. 	<ul style="list-style-type: none"> -To know the Stop, Look, Listen and Think sequence and safer places to cross the road. -To know my responsibilities as a pedestrian, cyclist, or passenger in a car or on public transport. -To revisit the 'Clever Never Goes Rule'. -To understand risk and the effect of risky road behaviour and can develop strategies to navigate dangerous situations caused by others. -To know The Highway Code, rules of the road and road signs. 	<ul style="list-style-type: none"> -To know the Green Cross Code and safer places to cross the road. -To know how to plan a safer journey to school. -To know The Highway Code, rules of the road and road signs. -To know risk and the effect of risky behaviour and develop strategies to cope with dangerous situations caused by others. 	<ul style="list-style-type: none"> -To know how to plan a safer journey to school. -To know my responsibilities as a pedestrian, cyclist or passenger in a car or on public transport. -To know how to travel independently to and from school as a pedestrian, cyclist or on public or school transport. -To know risk and the effect of risky behaviour and can develop strategies to cope with dangerous situations caused by others. 	<ul style="list-style-type: none"> -To know the Green Cross Code, and safe crossing places on the road. -To understand risk and the effects of risky behaviour. -To develop strategies to cope with dangerous situations caused by others. 	<ul style="list-style-type: none"> -To understand what constitutes safe and unsafe behaviour for pedestrians and to know that unsafe behaviour often has serious consequences. -To know the importance of wearing bright/fluorescent clothing (in daytime) and reflective materials (at night). -To complete a risk assessment of pupil's own routes to and from school and their future secondary school.

<p>Personal Safety</p>	<p>-To understand how to use 'no' to ask someone to stop.</p>	<p>-To meet "CLEVER" the robot and learn the 'Clever Never Goes Rule'. -To understand the 'Clever Never Goes Rule' and say what it means in their own words.</p>	<p>-To understand situations where it is and is not safe to go with another person. -To identify when someone is trying to get them to go with them and know how to respond – a firm "No", shout for help, run away and tell an adult you trust.</p>	<p>-To explain what the clever never goes rule means and give examples of when someone might ask them to go somewhere with them. -To understand the clever never goes rule:- What Ok and NOT Ok means. -To get permission if meeting someone that in not planned even if it is someone you know. What to do and say if it's NOT OK.</p>	<p>-To know how the Clever Never Goes rule also applies online as it does outside. Never go with anyone you don't know and report it to a trusted adult. -To understand the clever never goes rule:- What Ok and NOT Ok means. -To get permission if meeting someone that in not planned even if it is someone you know. What to do and say if it's NOT OK.</p>	<p>-To formulate responses to scenarios involving approaches from strangers. -To develop strategies for keeping safe online, protecting personal information, how to manage requests for images of themselves, what is and isn't appropriate to ask for or share and who to talk to if they feel uncomfortable or concerned by such a request. -To learn about responsible use of mobile phones, safe keeping and safe user habits, use of passcodes and turning it off at night.</p>	<p>-To know what child crime exploitation is and how a child might be groomed into participation in illegal activities and how to avoid and report this.</p>
<p>Water Safety</p>	<p>-To know about the Water Safety Code. - To learn how to spot dangers.</p>	<p>-To know the Water Safety Code. -To assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</p>	<p>-To understand the different bodies of water and determine which are the most dangerous and why.</p>	<p>Canals and rivers – -To identify hazards and hidden dangers. -To explain how to keep safe near canals and rivers. -To demonstrate what to do if there is an incident or emergency.</p>	<p>-To learn the water safety signs and flags.</p>	<p>-To identify what a flood is and what causes a flood. -To recognise flood hazards and warning signs. -To identify how to keep safe in the event of a flood -To explain the steps people can take to be prepared for a flood.</p>	<p>-To identify hazards and hidden dangers. To explain how to keep safe near the beach. -To demonstrate what to do if there is an incident or emergency.</p>
<p>Mental Health</p>	<p>-To recognise different feelings and emotions -To develop a positive self-image.</p>	<p>-To learn about different feelings that humans can experience. -To know how to recognise and name different feelings. -To discuss how feelings can affect people's bodies and how they behave. -To learn how to recognise what others might be feeling. -To recognise that not everyone feels the same at the same time, or feels the</p>	<p>-To learn about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep etc.) -To recognise what they like and dislike. -To know to make informed choices about their emotional health and to recognise that those choices can have good and not so good consequences.</p>	<p>-Deepen their understanding of good and not so good feelings. -To extend their vocabulary. -To recognise that they may experience conflicting emotions and who they might listen to. -To explain the nature and causes of stress and to examine different ways of coping with it. -To reflect and celebrate achievements, identify</p>	<p>- To discuss strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing. -To recognise that feelings can change over time and</p>	<p>- To talk about everyday things that affect feelings and the importance of expressing feelings. - To use varied vocabulary. - To use when talking about feelings; about how to express feelings in different ways. - To identify strategies to respond to feelings, including intense or conflicting feelings. - To know to manage and respond to feelings</p>	<p>- To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. - To talk about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p>

		<p>same about the same things.</p> <ul style="list-style-type: none"> -To know about the ways of sharing feelings and a range of words to describe feelings. -To recognising what they are good at and set simple goals. -To understand about change and loss and how it feels. 	<ul style="list-style-type: none"> -To know about different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. 	<p>strengths, areas for improvement, set high aspirations and goals.</p>	<p>range in intensity. To look at different scenarios that could change our feelings and how to help deal with them.</p> <ul style="list-style-type: none"> - To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 	<p>appropriately and proportionately in different situations.</p> <ul style="list-style-type: none"> - To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. 	<ul style="list-style-type: none"> - To discuss problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
<u>Economic well-being</u>	<ul style="list-style-type: none"> -To know what money is 	<ul style="list-style-type: none"> -To know where money comes from. -To know how to use money (saving and spending). 	<ul style="list-style-type: none"> -To learn that money comes from different sources and can be used for different purposes, including the concepts of saving and spending. -To learn about the role money plays in their lives, including how to keep it safe, choices about spending or saving and what influences those choices. 	<ul style="list-style-type: none"> -To know where money comes from and what it used for -To learn about spending and saving money. -To learn how to keep money safe. 	<ul style="list-style-type: none"> -To know where money comes from and what it used for -To learn about spending and saving money. -To learn how to keep money safe. 	<ul style="list-style-type: none"> -To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer. -To develop an initial understanding of the concepts of 'interest', 'loan', 'debt' and 'tax' 	<ul style="list-style-type: none"> -To learn about how resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. -To learn what is meant be enterprise and begin to develop enterprise skills.
<u>Drugs/medicines</u>	<p>To know that people can become ill and that medicines might be used to make them feel better</p>	<ul style="list-style-type: none"> -To learn about things that go into bodies and onto skin and how this can make people feel. -To learn about medicines, and the people who help them to stay healthy. 	<ul style="list-style-type: none"> -To learn about medicines, and the people who help them to stay healthy. -To learn about rules for keeping safe around medicines and other household products. 	<ul style="list-style-type: none"> -To learn about the safe use of medicines and household products. -To learn what is meant by the term 'habit' and why habits can be hard to change. -To learning about the health risks of smoking and vaping. 	<ul style="list-style-type: none"> -To learn that caffeine, cigarettes, e-cigarettes/vaping and alcohol can affect people's health. -To understand the effects of caffeine as a stimulant and its use in energy drinks. -To understand the effects of alcohol and its use. 	<ul style="list-style-type: none"> -To learn about some of the risks and effects of legal and illegal drug use. -To understand the effect of cannabis on the body and it's the laws surrounding it. -To understand the effect of cannabis on the body and it's the laws surrounding it. 	<ul style="list-style-type: none"> -To understand about a range of illegal drugs and their effects and consequences. -To learn about the reasons why people use drugs; managing situations and peer influence. -To learn that mixed messages about drug use in the media exist and that these can influence opinions and decisions.
<u>Other curriculum events</u>		First Aid day: Dealing with emergencies	<ul style="list-style-type: none"> -Bikeability -First Aid day: Dealing with emergencies 	<ul style="list-style-type: none"> -First Aid day: Bites & stings -Hazard Alley Trip 	<ul style="list-style-type: none"> -Swimming safety lessons -First Aid Day: Asthma 	<ul style="list-style-type: none"> -Bikeability week -First Aid Day: Bleeding -Economic well-being: Enterprise week 	<ul style="list-style-type: none"> -First Aid Day: choking -Economic well-being: Enterprise week -Careers (throughout year)