

**PROGRESSION IN RSHE (Relationship, Sex and Health Education)**

Date	Review Date	Subject Leader
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This document aims to give guidance on the progression of RSHE knowledge and skills across the year groups.  
**Black title - PSHE Association**  
**Red title - Statutory guidance on RSE**  
 Yellow highlight - Autumn Term  
 Blue highlight - Spring Term  
 Pink highlight - Summer Term

**Health and Wellbeing**

	UFS	Year 1	Year 2
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<b>Healthy lifestyles</b> (Physical health and fitness) (Healthy eating) (Health and prevention)	<b>Early Learning Goal - Health and self-care</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	H1. about what keeping healthy means; different ways to keep healthy H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H10. about the people who help us to stay physically healthy	H1. about what keeping healthy means; different ways to keep healthy H2. about foods that support good health and the risks of eating too much sugar H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H8. how to keep safe in the sun and protect skin from sun damage H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

<b>Mental Health</b> (Mental wellbeing)	<b>Early Learning Goal - Managing Feelings</b> Children talk about how they and others show feelings.		H11. about different feelings that humans can experience H12. how to recognise and name different feelings H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

			<p>H18. 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> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>
<p><b>Ourselves, growing and changing</b> (Changing adolescent body)</p>	<p><b>The World</b> 30-50 months Developing an understanding of growth, decay and changes over time.</p> <p>40-60+ months Looks closely at similarities, differences, patterns and change.</p> <p><b>Early Learning Goal</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p>	<p>H24. how to manage when finding things difficult</p> <p>H27. about preparing to move to a new class/year group</p>
<p><b>Keeping safe</b> (Internet safety and harms) (Basic first aid)</p>		<p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>
<p><b>Drugs, alcohol and tobacco</b> (Drugs, alcohol and tobacco)</p>		<p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p>	

Relationships			
	UFS	Year 1	Year 2
<b>Families and close positive relationships</b> (Families and people who care for me)	<b>Early Learning Goal - People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried	
<b>Friendships</b> (Caring friendships)	<b>Early Learning Goal - Making Relationships</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.		R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy
<b>Managing hurtful behaviour and bullying</b> (Respectful relationships)	<b>Early Learning Goal</b> Children talk about how they and others show feelings talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.		R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
<b>Safe relationships</b> (Being safe) (Online relationships)		R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard	R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

<p><b>Respecting self and others</b> (Respectful relationships)</p>	<p><b>Early Learning Goal</b> Children talk about how they and others show feelings talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>	<p>R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them</p>
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# Living in the wider world

	UFS	Year 1	Year 2
<b>Shared responsibilities</b>	<p><b>Early learning goal - Understanding the world</b> Shows care and concern for living things and the environment.</p>	<p>L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their environment</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>
<b>Communities</b>	<p><b>Early Learning Goal</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>L4. about the different groups they belong to L5. about the different roles and responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people</p>	
<b>Media, literacy and digital resilience</b>			<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others L8. about the role of the internet in everyday life L9. that not all information seen online is true</p>
<b>Economic wellbeing: Money</b>		<p>L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this</p>	
<b>Economic wellbeing: Aspirations, work and career</b>		<p>L14. that everyone has different strengths</p>	<p>L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests someone might need to do different jobs</p>

