

Purston Infant School – Progression in RHE (Relationships and Health Education)

Health and Wellbeing

	Three and Four-Year Olds	Reception	Year 1	Year 2
Healthy lifestyles (Physical health and fitness) (Healthy eating) (Health and prevention)	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing</p>	<p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p>	<p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p>
Mental Health (Mental wellbeing)	<p>Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Show resilience and perseverance in the face of challenge. See themselves as a valuable individual.</p>		<p>H11. about different feelings that humans can experience</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>

				<p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <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>Ourselves, growing and changing (Changing adolescent body)</p>	<p>Show more confidence in new social situations. Continue developing positive attitudes about the differences between people.</p>	<p>See themselves as a valuable individual. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</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>Keeping safe (Internet safety and harms)(Basic first aid)</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</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</p>

				be kept private; the importance of telling a trusted adult if they come across something that scares them
Drugs, alcohol and tobacco (Drugs, alcohol and tobacco)			H37. about things that people can put into their body or on their skin; how these can affect how people feel	

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Relationships

	Three and Four-Year Olds	Reception	Year 1	Year 2
Families and close positive relationships (Families and people who care for me)	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. Being to make sense of their own life-story and family's history.	Build constructive and respectful relationships. Express their feeling and consider the feelings of others. Talk about members of their immediate family and community. Name and describe people who are familiar to them	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	
Friendships (Caring friendships)	Play with one or more children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling	Think about the perspective of others Identify and moderate their own feelings socially and emotionally Build constructive and respectful relationships. Express their feeling and consider the feelings of others		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

<p style="text-align: center;">Managing hurtful behaviour and bullying (Respectful relationships)</p>	<p>Find solutions to conflicts and rivalries. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Think about the perspective of others Identify and moderate their own feelings socially and emotionally Build constructive and respectful relationships. Express their feeling and consider the feelings of others.</p>		<p>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</p>
<p style="text-align: center;">Safe relationships (Being safe) (Online relationships)</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations</p>	<p>Build constructive and respectful relationships</p>	<p>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</p>	<p>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</p>

				<p>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>
<p>Respecting self and others (Respectful relationships)</p>	<p>Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Play with one or more children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Continue developing positive attitudes about the differences between people.</p>	<p>Think about the perspective of others Identify and moderate their own feelings socially and emotionally See themselves as a valuable individual. Express their feelings and consider the feelings of others.</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</p>	<p>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 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

	Three and Four-Year Olds	Reception	Year 1	Year 2
Shared responsibilities	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Show interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different from the one in which they live.	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	L1. about what rules are, why they are needed, and why different rules are needed for different situations
Communities	Develop their sense of responsibility and membership of a community Begin to make sense of their own life-story and family's history Show interest in different occupations. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the	Talk about members of their immediate family and community. Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways.	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	

	differences they have experienced or seen in photos.			
Media, literacy and digital resilience	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Comment on images of familiar situations in the past.		<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L9. that not all information seen online is true</p>
Economic wellbeing: Money			<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L13. that money needs to be looked after; different ways of doing this</p>	
Economic wellbeing: Aspirations, work and career	Show interest in different occupations		L14. that everyone has different strengths	<p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>

KEY

Yellow highlight – Taught within the Autumn Term

Blue highlight – Taught within the Spring Term

Pink highlight – Taught within the Summer Term

FS – Is taught throughout the whole year

KEY

Black title – Taken from the PSHE Association scheme of work we follow as a school.

Red title – Statutory guidance on RHE