

RSHE Progression Document		
Topic	Year Group	Content
Relationships: Family	Year 1	- Understand that families are made up of a special group of people, which changes gradually over time. - To identify the people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers - To recognise different feelings and emotions. - Understand that we should feel loved, cared for and safe in our homes. - To know what to do if our needs are not being met. - Understand that other people need permission before they can touch us. - To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) - Understand that some parts of our bodies are more private than others and how to protect ourselves. - Recognise that other people often want different things than ourselves. - Understand that secrets and surprises are different. - Know how to report concerns.
	Year 2	- Understand that families are made up of a special group of people, which changes gradually over time. (recap) - Understand that these people are all connected in different ways, and that these connections are important. - Understand how changes and events can influence our feelings. - Understand that children and adults both have responsibilities to each other. - To know what to do if our needs are not being met. (recap) - To understand the meaning of consent. - To recognise the wants and needs of others. - Understand that certain parts of our bodies are very private, and only we get to decide what happens to them. - To understand when secrets are appropriate. - Know how to report concerns. (recap) - Understand that families are highly varied; no family is the same.
	Year 3	- Understand that families can change. - Understand that parents can split up and people can die and that these things are not our fault. - Appreciate that there are many differences between families and all families are unique. - Understand that there are far more similarities than there are differences. - Understand there is no one set family structure. - Appreciate that any type of family can provide love and support. - Understand that all people deserve respect, even if they are different to other people. - Appreciate that we all have different abilities and find different things challenging. - Discuss what to do and whom to tell if family relationships are making them feel unhappy or unsafe.
	.Year 4	- Understand that families can change and to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. - Understand that parents can split up and people can die. - Know that these events are not the fault of the child.

		- Recognise how to manage pressures associated with dares. - Discuss when it is right to keep or break a confidence or share a secret. - Learn how to recognise risks. - Understand that all people deserve respect, even if they are different to other people and to appreciate that we all have different abilities and find different things challenging.
	Year 5	- Understand that families can change and to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. (recap) - Understand why some people get married. - Appreciate that not everyone wants to get married. - Know that forced marriage is illegal. - Identify the positive features that should be present in a family. - Learn how to disagree with respect. - Know the difference between secrets and surprises (when to break confidentiality) - Understand the concept of consent. - Understand how to ask for, give and not give permission for physical contact. - Understand the diversity of home lives. - Appreciate that many people have heritage from other countries and may have dual heritage. - Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun.
	Year 6	- Understand why some people get married and to appreciate that not everyone wants to get married. - Understand that my body belongs to me. - Discuss privacy in terms of private parts and the exceptions (doctors) - To understand FGM and how to prevent and protect ourselves. - Explain what it means to be attracted to someone and different kinds of loving relationships. - Understand that people who love each other can be of any gender, ethnicity or faith. - Identify the difference between gender identity and sexual orientation and everyone's right to be loved. - Explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults. - Know that people have the right to choose whom they marry or whether to get married. - Know that to force anyone into marriage is illegal. - Explain how and where to report forced marriage or ask for help if they are worried. - Understand that the cultural differences between families do not make people better or worse and often present an opportunity for learning and fun. (recap)

Topic	Year Group	Content
Relationships: Friends	Year 1	- Understand that there is a difference between close friends, friends, acquaintances and strangers. - Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect. - Understand that difference can be a positive thing in our relationships. - Understand that friends should treat each other well and be fair. - Understand that there is not an ideal number of friends and you can have as many as you like. - Understand that being controlling of other people is bad and that excluding other children is hurtful. - Understand that friends should not tell us what to do, although we should listen politely. - Empathise with other people and understand why bullying is so hurtful. - Order types of bullying to understand which ones are the worst.
	Year 2	- Understand that there is a difference between close friends, friends, acquaintances and strangers. (recap) - Understand that friends should treat each other well and be fair. - Understand how to deal with disagreement and conflict with friends. - Empathise with other people and understand why bullying is so hurtful. (recap) - Identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else. - Understand how to recognise hurtful behaviour, including online. - Understand what to do and whom to tell if they see or experience hurtful behaviour, including online. - Identify what bullying is and the different types of bullying.
	Year 3	- Appreciate that we have responsibilities to our friends. - Acknowledge that other people's emotions are important. - Understand that our actions can affect other people's feelings. - Learn what we can do to maintain healthy relationships. - Understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. - Discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary. - Understand that relationships come with a mixture of positive and negative emotions. - Appreciate that friendships are not always perfect. - Understand that it is normal to disagree with your friends. - Develop techniques to deal with conflict within friendships. - Understand when a relationship is unhealthy when support is required. - Identify what is appropriate to share with friends, classmates, family and wider social groups including online. - Explore what privacy and personal boundaries are in friendships, including online. - Develop basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision. - Understand that bullying and hurtful behaviour is unacceptable in any situation. - Identify the effects and consequences of bullying for the people involved.

		- Explain what to do and whom to tell if they see or experience bullying or hurtful behaviour.
	Year 4	- Acknowledge that other people's emotions are important and how to empathise. - Understand that our actions can affect other people's feelings and the possible consequences of our actions. - Learn what we can do to maintain healthy relationships and the triggers of an unhealthy relationship. - Understand that differences in gender, race, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. (recap) - Discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary. (recap) - Differentiate between playful teasing, hurtful behaviour and bullying, including online. - Explain how to respond if they witness or experience hurtful behaviour or bullying, including online. - Recognise how to manage pressures associated with dares. - Discuss when it is right to keep or break a confidence or share a secret and explore examples. - Learn how to recognise risks online such as harmful content or contact. - Explain how people may behave differently online including pretending to be someone they are not.
	Year 5	- Understand what it takes to be a good friend. - Empathise with people who are excluded. - Appreciate that we should respect other people, irrespective of their unique characteristics. - Understand that friendships change over me, and our friends often have different opinions, feelings and motivations to ours. - Understand that friendship is not just about doing what someone says and that boundaries are healthy and an essential part of any relationship. - Appreciate that friends should make us feel good and safe. - Identify behaviour that is controlling or manipulative. - Identify the reasons why some children bully. - Understand that violence is always wrong, our body belongs to us. - Develop skills to avoid conflict and reconcile differences. - Understand what stereotypes are. - Learn how to challenge stereotypes when they see them. - Accurately use language relating to gender, sexuality and identity - Appreciate that we should treat everyone with respect, regardless of their physical appearance.
	Year 6	- Understand that we don't have to be the same as everyone else to have friends link to transition. - Understand that friendships change over me, and our friends often have different opinions, feelings and motivations to ours link to transition. - Identify issues around consent and coercion and behaviour that is controlling or manipulative. - Develop skills to avoid conflict and reconcile differences. (recap) - Critique media and identify stereotypes in the world around them. - Accurately use language relating to gender, sexuality and identity. (recap) - Understand that trans and non-binary people may face discrimination.

Topic	Year Group	Content
Living in the wider world: Community	Year 1	- Understand what rules are and the rules in school. - Understand how to behave appropriately and how to contribute to school life. - Appreciate how important school is to them. - Identify their special people in school. - Know what range of communities live near school. - Appreciate that they should treat people with respect and kindness, regardless of difference. - Understand what to do if they feel uncomfortable, either with strangers or with people they know. - Name their body parts, including external genitalia. - Discuss the similarities and differences between boys and girls Online safety: - Understand that people need to get the correct balance of time spent online and offline. - Understand why we shouldn't share personal information. - Understand that people online are strangers if we don't know them in real life. - Recognise the difference between truth and fiction. - Understand that things online are often not true.
	Year 2	- Understand why we have rules and how they help us learn and be happy. - Understand how to behave appropriately and how to contribute to school life. (recap) - identify the wider school community. - Appreciate that they should treat people with respect and kindness, regardless of difference. (recap) - Understand what to do if they feel uncomfortable, either with strangers or with people they know and how to act upon it. - Name their body parts, including external genitalia. (recap) - Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes. Online safety: - Understand how to keep our personal information private and safe when we are online. - Understand that people online are strangers if we don't know them in real life. (recap) - Understand that we shouldn't share private and personal information with strangers. - Understand that anybody can put things online. - Understand that things online are often not true. (recap) - Become more familiar with the term 'Fake News'
	Year 3	- Understand what is meant by 'the rule of law' [link to British Values]

		- Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children) - Appreciate that the world is not fair and it is our responsibility to help those less fortunate. - Identify our common values (Link to 'British Values') - Understand that we are all part of a wider community if people, who we rely on. - We have a responsibility to support other people in our community when we are able to. - Know that we should treat the people in our community with respect. - Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child. - Understand that we have the power and responsibility to make our communities better places to live. Online safety: - Understand that people on the internet are not always who they say they are. - Understand that we must keep our personal information safe. - Identify how to be kind in online social environments. - Understand how to recognise peer pressure. - Understand how to be a good friend, whether they are online or offline. - Have an understanding of personal information. - Understand that information online must be checked before it is believed.
	Year 4	- Understand the basics of how laws are made and enforced. - Identify our common values (Link to 'British Values') (recap) - Understand that we are all part of a wider community and learn how we contribute to that. - Know that we should treat the people in all areas of our community with respect. - Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers) - Understand that we have the power and responsibility to make our communities better places to live. (recap) Online safety: - Understand that people on the internet are not always who they say they are, and may have malicious intentions. - Understand that we must keep our personal information safe. (recap) - Understand that peer pressure can make us do inappropriate or unkind things. - Understand that friends should behave in a certain way, whether they are online or offline. - Have a more thorough and sophisticated understanding of personal information. - Understand that websites store a lot of our information. - Become more digitally literate by being able to analyse digital content. - Understand that information online must be checked before it is believed. - Understand some of the motivations behind putting false things online.

	Year 5	- To understand bias. - Understand why some people discriminate. - Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying. - Identify the most common types of prejudice. - Know what to do if they encounter, experience or witness prejudice. - Understand that we all rely on the people around us. - Identify the ways that we can help people around us without upsetting them. - Understand that changes in our behaviour can allow people to be included. - Identify the ways that money affects their lives. - Understand that not everyone has the same access to money and employment across the world. - Understand that debt results from spending more than you are able to earn. - Understand why some people must leave their countries. - Appreciate why some people choose to come to the U.K. - Know that most refugees stay near their country of origin. - Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries. - Discuss what it means to belong to a country. - Appreciate that people can have more than one nationality. - Understand that our country's culture is made up of all of the different immigrants that have come here over thousands of years. Online safety: - Understand that social media comes with pressure. - Understand that our personal information is valuable, sensitive and private to us. - Understand that giving away personal information can lead to both physical and emotional damage. - Understand that there are dangers online for younger people. - Recognise some of the signs of online danger. - Understand that not everything they read is true or without bias. - Understand that bias can mislead readers. - Appreciate that everyone is at least a bit biased. - Understand how different groups have their own motivations.
	Year 6	- Know that unconscious bias exists. - Understand why some people discriminate. - Know the protected characteristics. - Explore the history of prejudice. - Understand how that history impacts people alive today. - Understand that groups and individuals from minority groups are more likely to be victims of prejudice, harassment and bullying. - Identify the most common types of prejudice.

		- Identify the protected characteristics in the equality act. - Know what to do if they encounter, experience or witness prejudice. - Identify the ways that money affects their lives. (recap) - Appreciate that the infrastructure around us is built and maintained by tax payments. - Understand why some people must leave their countries. (recap) - Understand that some countries are affected by war, poverty and oppression, and this contributes to migration into this, and other, countries. (recap) - Appreciate that migrants are often the victims of discrimination and ill-treatment and that very few people are illegal immigrants (as opposed to legal immigrants and asylum seekers). Online safety: - Understand that we have a significant amount of control over our online lives. - Understand that our actions/lack of actions can have an impact on ourselves and those around us. - Understand that giving away personal information can lead to both physical and emotional damage. (recap) - Understand that many small details can be pieced together to gain a much more comprehensive set of information about a person. - Understand that there are dangers online for younger people and to recognise some of the signs of online danger.. - Understand that our personal information can be used to make money and target us with advertising. - Become more digitally literate by being able to analyse digital content. - Understand that not everything they read is true and that bias can mislead readers, and that there are multiple perspectives to many stories. - Appreciate that everyone is at least a bit biased, so we have to be careful to balance our views and tolerate disagreement. - Understand how different groups have their own motivations, often based around commercial or ideological reasons. - Understand how social media tends to limit the number of opposing views that we encounter.
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Topic	Year Group	Content
Health and Wellbeing: Metal Wellbeing	Year 1	- Understand that we have a range of emotions, depending on our experiences and situations. - Know what to do when we experience strong emotions. - Build language to talk about feelings. - Understand that we are important, unique people who deserve kindness and respect. - Appreciate that other people are important, no matter how good they are at certain things. - Understand the connection between their actions and the feelings of themselves and others. - Discover how our choice of activities can affect our happiness.
	Year 2	- Understand that we have a range of emotions both positive and negative - To know what to do when we experience strong emotions and how to regulate. - To continue to develop a language of how to talk about our feelings and who to share that with. - Understand that each of us has skills and talents that are valuable. - To learn how to see the positive characteristics in people - To learn how to avoid negativity - To continue to develop knowledge of how our choices affect our happiness.
	Year 3	- Understand the range and depth of feelings that we all experience. - Learn strategies to deal with these feelings and know when to seek support. - Understand the range of negative emotions that we can have. - Learn what to do if we experience low moods. - Build self-esteem.
	Year 4	- To continue to develop a range of strategies to deal with these feelings and know when to seek support. - Understand that we have responsibilities for some things but cannot control everything. - To learn how we can avoid negative emotions by taking care of our mental health. - Learn positive mental health strategies. - To learn how to identify and regulate a low mood. - To continue to build self-esteem.
	Year 5	- Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. - Identify positive and negative emotions and the impact these have on our mental wellbeing. - Understanding that some people find it hard to read and express emotions. - Explore ways of coping with big and small life events. - Understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not. - Practise strategies for resolving conflict with peers. - Learn to express our sense of identity. - Understand that our brains can get poorly and can be treated (just like our bodies). - Know that mental wellbeing varies and is not constant.
	Year 6	- To continue to develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately.

		- Develop our ability to communicate our own feelings, listen to other people's feelings and respond appropriately. (recap) - Understanding that some people find it hard to read and express emotions. (recap) - Explore how big events such as loss, separation, divorce and bereavement can affect our mental and emotional health. - To continue to understand why it is better to demonstrate self-control and restraint in emotional situations, staying calm and making good choices, even when others are not. - Practise and develop further strategies for resolving conflict with peers. - Learn to express our sense of identity in all its forms. - Understand that our brains can get poorly and can be treated (just like our bodies). (recap) - Learn to recognise symptoms of low mood in others and how to help.
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Topic	Year Group	Content
Health and Wellbeing: Physical Health	Year 1	- To explore different exercise activities and how to move our bodies. - Appreciate that some people live with disabilities or are differently abled. - Identify the components of a balanced diet. - Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people. - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. - Understand that we can prevent tooth decay by brushing our teeth regularly. - Identify common dangers that they may encounter both at home and in the wider world: ● Chemicals and medicines ● Roads and cars ● Riding bicycles and scooters ● Environmental ● Railways ● Water ● Fires - Know how to tell adults about an emergency and how to call the emergency services.
	Year 2	- Understand that active lifestyles including regular exercise can keep our bodies more healthy. - Appreciate that some people live with disabilities or are differently abled. (recap) - Understand that we can't always have healthy bodies, because sometimes we get ill or injured. - Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell. (recap) - Explore dental hygiene. - Identify common dangers that they may encounter both at home and in the wider world: (recap) ● Chemicals and medicines ● Roads and cars ● Riding bicycles and scooters ● Environmental ● Railways ● Water ● Fires - Know what to do in an emergency situation including telling adults and calling emergency services
	Year 3	- Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives. - Appreciate that they need to balance choices that are 'good for them' and choices that bring joy. - Know how to make informed choices about the activities they do and the things they eat.

		- Getting enough sleep (what might stop you from getting the right amount?) - Understand the importance of hygiene, especially hand washing. - Understand how to keep our teeth healthy. - Understand the dangers of diseases caused by the sun how to stay safe from these. - Understand when and how to make an emergency 999 call
	Year 4	- Explain the health benefits of an active lifestyle. - Know how to make informed choices about the activities they do and the things they eat. (recap) - Learn how to build a positive sleep routine. - Learn the importance of hygiene and how to keep our bodies clean. - Understand how to keep on top of our dental hygiene and how we can take responsibility of this. - Understand the dangers of skin conditions. - Understand when and how to make an emergency 999 call (recap)
	Year 5	- Understand body positivity. - Understand that the images we see in the media affect the way we see and judge ourselves and others. - Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame) - Understand how regular exercise and a balanced diet can improve our lives. - Understand why getting the right amount of sleep is important and how to ensure it. - Identify the ways to avoid damage caused by the sun. - Identify key indicators of poor health. - Understand the importance of getting the correct amount of sleep. - Know strategies to help them to sleep better. - Understand the importance of dental hygiene. - Understand that some drugs help us and some do not. - Understand the risks of taking drugs, alcohol and tobacco. - Understand that not all information is accurate, even if it appears to be. - Know where to find accurate sources of health information. - Identify common hazards. - Know basic first aid techniques. - Understand how to react in emergency situations. - Understand when and how to make an emergency 999 call (recap)
	Year 6	- Analyse representations of beauty in the media. - Appreciate that many of the photos we see are the result of hours of hard work (exercise, dieting, make-up, clothing, hair dressing, photography, editing) and luck (genetics, wealth, fame). (recap) - Understand how regular exercise and a balanced diet can improve our lives. - Identify key indicators of poor health. (recap) - Understand the risks of taking drugs, alcohol and tobacco. (recap) - Understand some of the reasons why people take recreational and addictive drugs.

		- Learn how to remove barriers that prevent a good night's sleep. - To further understand the importance of dental hygiene. - Identify inaccurate health information. - Identify common hazards. (recap) - Know basic first aid techniques. (recap)
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Topic	Year Group	Content
Health and Wellbeing: Growing up	Year 1	- Recognise the 5 key stages of human life. - Understand how their bodies will change as they age. - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities
	Year 2	- Recognise the 5 key stages of human life. (recap) - Consider how their lives will change as they get older. - Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities (recap)
	Year 3	- Know that some people have periods. - Know that both male and female bodies go through changes. - Understand that this is a normal part of life and a sign of health development.
	Year 4	- To understand what a period is and how to take care of yourself. - Know that both male and female bodies go through changes. (recap) - Importance of personal hygiene. - Understand that this is a normal part of life and a sign of health development.
	Year 5	- Understand the physical changes that people go through during puberty, particularly ages 9 -11. - Understand the emotional and mental changes that people go through when they reach puberty. - Changes in mood and importance of hygiene during puberty. - Understand the process of menstruation and how to manage it effectively.
	Year 6	- To further understand the physical changes that people go through during puberty, particularly ages 9 -11. - Understand the emotional and mental changes that people go through when they reach puberty. (recap) - Changes and importance during puberty. - How to be stay clean and safe as our bodies are changing. - Understand the process of menstruation and how to manage it effectively. (recap)