

# RHE Progression Map

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	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Family and Relationships</b>	<ul style="list-style-type: none"> <li>• explore why families and special people are valuable</li> <li>• understand why it is important to share and develop strategies to help</li> <li>• to see themselves as as a valuable individual</li> <li>• explore diversity by recognising similarities and differences</li> </ul>	<ul style="list-style-type: none"> <li>• understand how friends can have both similarities and differences</li> </ul> <p><b>global curriculum skill: show interest in, and concern for others outside immediate circle and in contexts different to own</b></p> <ul style="list-style-type: none"> <li>• explore family relationships and how people are related</li> <li>• explore situations when someone's body or feelings might be hurt and</li> </ul>	<ul style="list-style-type: none"> <li>• understand that different families can be made up of different people</li> <li>• understand how friends can have both similarities and differences</li> <li>• explore how to play and work cooperatively in different groups and situations</li> </ul> <p><b>global curriculum skill: participate in discussions about issues that affect self, others and the wider world</b></p> <ul style="list-style-type: none"> <li>• identify how to be a good</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> </ul> <p><b>global curriculum skill: value what contributes to own identity</b></p> <ul style="list-style-type: none"> <li>• understand that being part of a family provides support, stability and love</li> <li>• describe positive</li> </ul>	<ul style="list-style-type: none"> <li>• understand that all families are varied including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents and different in this country and around the world</li> </ul> <p><b>global curriculum skills: diversity of cultures and societies within and beyond own experience</b></p> <ul style="list-style-type: none"> <li>• recognise that families offer support however they can</li> </ul>	<ul style="list-style-type: none"> <li>• understand that sometimes families can make children unhappy and unsafe and what they can do if this happens</li> </ul> <p><b>global curriculum skills wider causes and effects of poverty, inequality and exclusion</b></p> <ul style="list-style-type: none"> <li>• recognise what qualities a good friend should have, which of these they have and which they could develop</li> </ul> <p><b>global</b></p>	<ul style="list-style-type: none"> <li>• compare the features of a healthy and unhealthy friendship</li> <li>• discuss the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong</li> <li>• develop strategies to respond to pressure from friends</li> <li>• learn how to assess the risk of different online 'challenges' and 'dares'</li> <li>• identify how to recognise and</li> </ul>	<ul style="list-style-type: none"> <li>• know that there are different types of committed, stable relationships.</li> <li>• how these relationships might contribute to human happiness and their importance for bringing up children</li> </ul>

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		<p>whom to go to for help</p> <p><b>global curriculum skill: show awareness of, and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>recognise the skills needed to work together and understand ways to overcome friendship problems.</li> </ul> <p><b>global curriculum skill: begin to show tact and diplomacy</b></p> <ul style="list-style-type: none"> <li>understand how the actions of others can affect people.</li> <li>begin to identify what</li> </ul>	<p>friend, e.g. kindness, listening, honesty</p> <ul style="list-style-type: none"> <li>understand different ways that people meet and make friends</li> <li>know how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> </ul> <p><b>global curriculum skill: participate in discussions about issues that affect self, others and the wider world</b></p> <ul style="list-style-type: none"> <li>state opinions and start to give reasons for these</li> <li>discuss strategies for</li> </ul>	<p>aspects of being part of a family, such as spending time together and caring for each other</p> <ul style="list-style-type: none"> <li>explore the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> </ul> <p><b>global curriculum skills; strategies for managing, resolving and preventing conflict, including 'win-win' solutions</b></p> <ul style="list-style-type: none"> <li>identify if/when something in a family might make someone</li> </ul>	<p>experience difficulties or problems</p> <ul style="list-style-type: none"> <li>differentiate between playful teasing, hurtful behaviour and bullying</li> <li>explain how to respond if they witness or experience hurtful behaviour or bullying</li> </ul> <p><b>global curriculum skills; explore reasons for negative feelings towards others and in new or difficult situations</b></p> <ul style="list-style-type: none"> <li>recognise the difference between 'playful dares' and dares which put</li> </ul>	<p><b>curriculum skills discern how people are feeling through their words, body language, gestures and tone</b></p> <ul style="list-style-type: none"> <li>explain how to respond if they witness or experience hurtful behaviour or bullying,</li> <li>differentiate between playful teasing, hurtful behaviour and bullying</li> <li>recognise how to manage pressures associated with dares</li> <li>identify how to report concerns and seek help if worried or</li> </ul>	<p>respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p> <p><b>global curriculum skills; recognise how different backgrounds, beliefs and personalities affect behaviour and world views</b></p> <ul style="list-style-type: none"> <li>understand how to get advice and report concerns about personal safety,</li> <li>recognise what consent means and how to seek and give/not give</li> </ul>	

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		is meant by stereotype	<p>positive play with friends, e.g. joining in, including others, etc.</p> <ul style="list-style-type: none"> <li>understand what causes arguments between friends</li> <li>understand how to recognise hurtful behaviour</li> </ul> <p><b>global curriculum skills causes of disagreement and conflict at personal, classroom and household levels</b></p> <ul style="list-style-type: none"> <li>explain how to positively resolve arguments between friends</li> </ul> <p><b>global curriculum</b></p>	<p>upset or worried.</p> <p><b>global curriculum skills; adapt behaviour to take into account feelings of others</b></p> <ul style="list-style-type: none"> <li>discuss what to do and whom to tell if there are problems in the family relationship</li> <li>understand what a healthy friendship looks like and that conflicts can be resolved.</li> </ul> <p><b>global curriculum skills; valuing difference</b></p> <ul style="list-style-type: none"> <li>understand that bullying and hurtful</li> </ul>	<p>someone under pressure, at risk, or make them feel uncomfortable</p> <p>global curriculum skills; strategies for managing, resolving and preventing conflict, including 'win-win' solutions</p> <ul style="list-style-type: none"> <li>recognise how to manage pressures associated with dares</li> <li>discuss when it is right to keep or break a confidence or share a secret</li> <li>identify how to report concerns and seek help if worried or uncomfortable</li> </ul>	<p>uncomfortable about someone's behaviour</p> <ul style="list-style-type: none"> <li>identify what makes a healthy friendship and how they make people feel included</li> <li>develop strategies to help someone feel included</li> <li>understand peer influence and how it can make people feel or behave</li> <li>examine the impact of the need for peer approval in different situations, including online</li> <li>develop strategies to manage peer influence and the need for</li> </ul>	<p>permission in different situations.</p> <ul style="list-style-type: none"> <li>understand that everyone deserves respect but respect can be lost.</li> <li>recognise the link between value and behaviour and how to be a positive role model</li> </ul> <p><b>global curriculum skills; discern how people are feeling through their words, body language, gestures and tone</b></p> <ul style="list-style-type: none"> <li>explore how to resolve conflict through negotiation and compromise</li> <li>understand</li> </ul>	

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			<b>skills; some ways of avoiding, managing and resolving conflict</b> <ul style="list-style-type: none"> <li>identify how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone</li> <li>understand what to do and whom to tell if they see or experience hurtful behaviour</li> <li>identify what bullying is and different types of bullying</li> <li>explain how someone may feel if they are being bullied</li> </ul> <b>global curriculum skill: recognise</b>	behaviour is unacceptable in any situation <ul style="list-style-type: none"> <li>identify the effects and consequences of bullying for the people involved</li> <li>explain what to do and whom to tell if they see or experience bullying or hurtful behaviour. global curriculum skills; adapt behaviour to take into account feelings of others</li> <li>recognise respectful behaviours e.g. helping or including others, being responsible</li> </ul>	about someone's behaviour <ul style="list-style-type: none"> <li>recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> </ul> <b>global curriculum skills; positivity about the ways in which one is both similar to others and uniquely different</b> <ul style="list-style-type: none"> <li>explore the importance of respecting the differences and similarities between people</li> </ul> <b>global curriculum skills; adapt behaviour to</b>	peer approval e.g. exit strategies, assertive communication <ul style="list-style-type: none"> <li>understand that it is common for friendships to experience challenges</li> <li>use strategies to positively resolve disputes and reconcile differences in friendships</li> </ul> <b>global curriculum skills; wider causes and effects of conflict at all levels</b> <ul style="list-style-type: none"> <li>understand that friendships can change over time and the benefits of having new</li> </ul>	how to challenge points of view they disagree with constructively global curriculum skills; challenge viewpoints which perpetuate inequality and injustice <ul style="list-style-type: none"> <li>describe ways to participate effectively in discussions online and manage conflict or disagreements</li> </ul> <b>global curriculum skills; willingness to challenge prejudiced and discriminatory views</b> <ul style="list-style-type: none"> <li>understand</li> </ul>	

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			<p><b>effects of own behaviour on others and use this to help make choices</b></p> <ul style="list-style-type: none"> <li>identify the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> <li>global curriculum skill: ask for help if unsure what to do</li> <li>recognise how to resist pressure to do something that feels uncomfortable or unsafe</li> </ul> <p><b>global curriculum skill: take action</b></p>	<p><b>global curriculum skill: recognising the benefits of listening to a range of different perspectives and viewpoints</b></p> <ul style="list-style-type: none"> <li>learn how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>identify the importance of self-respect and their right to be treated respectfully by others</li> <li>explore what it means to treat others, and be treated, politely</li> <li>explore the ways in which people show respect and courtesy in</li> </ul>	<p><b>take into account feelings of others</b></p> <ul style="list-style-type: none"> <li>gain vocabulary to sensitively discuss difference and include everyone</li> <li>recognise male and female stereotyped characters</li> <li>recognise stereotypes can relate to a number of factors including disability</li> </ul> <p><b>global curriculum skills; belief that it is everyone's responsibility to challenge prejudice and discrimination</b></p>	<p>and different types of friends global curriculum skills; analyse own and others' assumptions about people and issues keep mind open to new ideas</p> <ul style="list-style-type: none"> <li>explore how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>identify when and how to seek support in relation to friendships</li> <li>understand that attitudes and laws around gender equality have changed over time</li> <li>explore the</li> </ul>	<p>that people who love each other can be of any gender, ethnicity or faith</p> <ul style="list-style-type: none"> <li>explore the qualities of healthy and respectful relationships and understand that respect is two-way.</li> </ul> <p><b>global curriculum skills; evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</b></p> <ul style="list-style-type: none"> <li>discuss ways in which couples show their love and commitment to one another, including</li> </ul>	

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			<p><b>when something is unfair</b></p> <ul style="list-style-type: none"> <li>• explore how to manage big feelings including those associated with change, loss and bereavement</li> <li>• recognise what gender stereo types are in relation to careers</li> </ul>	<p>different cultures and in wider society</p> <ul style="list-style-type: none"> <li>• understand why trust is an important part of positive relationships</li> </ul> <p><b>global curriculum skills; work cooperatively to solve problems or achieve goals</b></p> <ul style="list-style-type: none"> <li>• recognise that stereotypes are present in everyday life</li> <li>• recognise that stereotypes exist based on a number of factors (gender/age)</li> </ul>	<ul style="list-style-type: none"> <li>• explore how to help following a bereavement</li> </ul>	<p>impact of stereotypes and how these can lead to discrimination (race and religion)</p> <p><b>global curriculum skills; impacts of stereotyping, prejudice and discrimination and how to challenge these.</b></p>	<p>those who are not married or who live apart</p> <ul style="list-style-type: none"> <li>• explain what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults</li> <li>• know that people have the right to choose whom they marry or whether to get married</li> <li>• recognise and understand that grief is the process we go through when someone close to us dies and that loss and change can cause a range of emotions</li> </ul>	

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<b>Vocabulary</b>		behaviour care emotions family feelings friend friendly problem stereotype respect	friendship relationship love manners respect agree disagree resolve similar different healthy unhealthy	harmful hurtful conflict comfortable uncomfortable bullying communicate empathy open questions similar solve courtesy stereotype	bullying communicate stereotype sympathy trust prejudice discrimination aspiration pressure	act of kindness authority bereavement boundaries bystander permission inequality poverty exclusion	authority conflict earn expectation grief grieving resolve attributes bullying bystander cyberbullying marriage secret wedding	
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>to explore different coping strategies to help regulate our emotions</li> <li>to identify our own feelings</li> <li>to consider the reasons behind our emotions</li> <li>to explore different facial expressions and what they mean.</li> </ul>	<ul style="list-style-type: none"> <li>explore different kinds of feelings global curriculum skill: show awareness of, and concern for people's feelings</li> <li>understand how to recognise feelings in themselves and others how feelings can affect</li> </ul>	<ul style="list-style-type: none"> <li>recognise a range of feelings and developing simple strategies for managing them</li> </ul> <p><b>global curriculum skills: some ways of avoiding, managing and resolving conflict</b></p>	<ul style="list-style-type: none"> <li>understand the choices that people make in daily life that could affect their health</li> <li>identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy</li> </ul>	<ul style="list-style-type: none"> <li>identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally by creating a diary</li> <li>explain what good physical health means and how to recognise early signs of physical</li> </ul>	<ul style="list-style-type: none"> <li>explain how sleep contributes to a healthy lifestyle</li> <li>understand the benefits of sleep and how to maintain sleep strategies</li> <li>identify the benefits of being outdoors and in the sun for physical and mental health</li> </ul>	<ul style="list-style-type: none"> <li>understand that mental health is just as important as physical health and that both need looking after</li> <li>recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with</li> </ul>	<ul style="list-style-type: none"> <li>know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</li> <li>that happiness is linked to being connected to others.</li> </ul>



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		<p>how people behave global curriculum skill: show awareness of, and concern for people's feelings</p> <ul style="list-style-type: none"> <li>• understanding their feelings and emotions and start develop simple strategies to manage them</li> </ul> <p><b>global curriculum skills: some ways of avoiding, managing and resolving conflict</b></p> <ul style="list-style-type: none"> <li>• explain what it means to be healthy and why it is important</li> <li>• identify ways to take care of themselves on a daily basis</li> </ul>	<ul style="list-style-type: none"> <li>• identify routines and habits for maintaining good physical and mental health</li> <li>• explain why sleep and rest are important for growing and keeping healthy</li> <li>• recognise that medicines, including vaccinations and immunisations , can help people stay healthy and manage allergies</li> <li>• recognise the importance of and routines for brushing teeth and visiting the dentist.</li> <li>• identify ways to feel good, calm down or change their</li> </ul>	<p>choices and what might negatively influence them habits and that sometimes they can be maintained, changed or stopped</p> <ul style="list-style-type: none"> <li>• explore the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</li> <li>• explain what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</li> <li>• understand that regular exercise such</li> </ul>	<p>illness that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <ul style="list-style-type: none"> <li>• understand how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• identify the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> <li>• begin to understand what mental health is and</li> </ul>	<p>how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <ul style="list-style-type: none"> <li>• describe strategies to help manage feelings of failure and how to embrace failure</li> <li>• develop strategies to set short-term, medium-term and long-term goals</li> <li>• explain how medicines can contribute to health and how allergies can be</li> </ul> <p>global curriculum link; explore multiple perspectives and alternative visions of the future</p>	<p>help and support</p> <ul style="list-style-type: none"> <li>• explore how negative experiences such as being bullied or feeling lonely can affect mental wellbeing</li> <li>• understand that there are situations when someone may experience mixed or conflicting feelings</li> </ul> <p>global curriculum skills; recognise personal strengths and weaknesses</p> <ul style="list-style-type: none"> <li>• explain how feelings can often be helpful, whilst recognising that they sometimes need to be overcome</li> </ul>	

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		<ul style="list-style-type: none"> <li>• know about basic hygiene routines, e.g. hand washing</li> <li>• know about healthy and unhealthy foods, including sugar intake</li> <li>• explore physical activity and how it keeps people healthy (sleep)</li> <li>• explore different types of play, including balancing indoor, outdoor and screen-based play</li> <li>• identify people who can help them to stay healthy, such as parents, doctors, nurses, dentists,</li> </ul>	<p>mood e.g. playing outside, listening to music, spending time with others</p> <p><b>global curriculum skills; what contributes to self-identity and belonging</b></p> <ul style="list-style-type: none"> <li>• develop a growth mindset and identify strategies to help overcome these barriers or manage difficult emotions</li> </ul> <p><b>global curriculum skills; recognise effects of own behaviour on others and use</b></p>	<p>as walking or cycling has positive benefits for their mental and physical health</p> <ul style="list-style-type: none"> <li>• identify some of the different ways people express feelings e.g. words, actions, body language, and how to recognise how feelings can change overtime and become more or less powerful</li> <li>• recognise their own strengths and</li> </ul>	<p>who can help if it is needed</p>	<p>managed that some diseases can be prevented by vaccinations and immunisations that bacteria and viruses can affect health</p> <ul style="list-style-type: none"> <li>• understand how they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>• recognise the shared responsibility of keeping a clean environment</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available</li> <li>• identify where they and others can ask for help and support with mental wellbeing in and outside school</li> <li>• understand the importance of asking for support from a trusted adult about the changes that may occur in life including death, and how these can cause conflicting feelings</li> </ul>	

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		lunch supervisors <ul style="list-style-type: none"> <li>understand how to keep safe in the sun</li> </ul>	<b>this to help make choices</b>	the impact this can have on others  <b>global curriculum skills; express own views and ideas on issues clearly, using a range of appropriate methods</b> <ul style="list-style-type: none"> <li>develop the skill resilience to break down barriers into smaller, achievable goals</li> </ul>			<ul style="list-style-type: none"> <li>explore that changes can mean people experience feelings of loss or grief about the process of grieving and how grief can be expressed</li> <li>develop strategies to manage time spent online and foster positive habits e.g. switching phone off at night</li> <li>identify what to do and whom to tell if they are frightened or worried about something they have seen online</li> </ul>	

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<b>Vocabulary</b>		healthy, unhealthy, self care, exercise, hygiene, physical, safe, unsafe. special, unique, individual, likes, dislikes, feelings, actions.	diet exercise goal growth mindset physical activity relaxation skill strengths	alone balance barriers belonging identity lonely resilience	fluoride healthy mental health negative thoughts positive thoughts visualise	fail goal protect relaxation responsibility steps	growth mindset habit qualities responsibility skill vaccination	
<b>Safety and Changing Body</b>	most learning will come from PSED	<b>global curriculum skill: recognise effects of own behaviour on others and use this to help make choices</b> <ul style="list-style-type: none"> <li>understand how to respond to adults in school</li> <li>identify ways to keep safe (i.e; if they got lost, call 999)</li> </ul>	<ul style="list-style-type: none"> <li>explain the difference between secrets and surprises</li> <li>learn how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>identify how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online</li> </ul>	<ul style="list-style-type: none"> <li>learn how to identify typical hazards at home and in school and understand that they need to consider their own safety first</li> <li>explain what to do if someone has been bitten or stung (<i>first aid</i>)</li> <li>explore how to predict, assess and manage risk in</li> </ul>	<ul style="list-style-type: none"> <li>explain why there are age restrictions for children to use social media</li> <li>explain why there are benefits but also risks of sharing information online</li> <li>explain the importance of taking medicines correctly and using household</li> </ul>	<ul style="list-style-type: none"> <li>develop basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased (<i>think mnemonic</i>)</li> <li>explain what is safe to share online and what actions to take if they are unsure</li> </ul>	<ul style="list-style-type: none"> <li>recognise and understand that online relationships should be treated the same way as face to face relationships</li> <li>recognise how online content can be designed to manipulate people's emotions and encourage them to read or share things</li> </ul>	<ul style="list-style-type: none"> <li>Understand the concepts of, and laws relating to consent, coercion, harassment and others and how these can affect current and future relationships</li> </ul>

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		<ul style="list-style-type: none"> <li>recognise how to respond to adults in a range of situations (nurses, doctors)</li> <li>identify people who can help them stay safe</li> <li>begin to understand the difference between acceptable/unacceptable physical contact</li> <li>identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</li> <li>understand what it means to keep something private, including parts of the body</li> </ul>	<p>and 'out and about'</p> <p><b>global curriculum skills: contribute actively and constructively to the life of own class and school</b></p> <ul style="list-style-type: none"> <li>identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>explain how to help keep themselves safe at home in relation to</li> </ul>	<p>everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p><b>global curriculum skills; sense of responsibility for the environment and the use of resources</b></p> <ul style="list-style-type: none"> <li>discuss fire safety at home including the need for smoke alarms</li> <li>explain the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment</li> </ul>	<p>products safely too (<i>asthma</i>)</p> <ul style="list-style-type: none"> <li>understand how to discuss the challenges of puberty with a trusted adult</li> <li>understand how to get information, help and advice about puberty</li> </ul>	<ul style="list-style-type: none"> <li>identify possible dangers online, suggest ways to stay safe when situations are becoming risky, unsafe or an emergency</li> <li>identify occasions where they can help take responsibility for their own safety - to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> </ul> <p>global curriculum link: belief that people can often make a greater difference</p>	<ul style="list-style-type: none"> <li>explain why some online stories may not be real and how to find this out</li> <li>recognise what is meant by a 'drug'. understand that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>identify some of the risks</li> </ul>	

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		<p>that are private (<i>nspcc-underpants</i>)</p> <ul style="list-style-type: none"> <li>explain how to respond if being touched makes them feel uncomfortable or unsafe</li> </ul> <p><b>global curriculum skill: show awareness of, and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>know when it is important to ask for permission to touch others how to ask for and give/not give permission</li> </ul> <p><b>global curriculum skill: the need to respect the rights of others</b></p>	<p>electrical appliances, fire safety and medicines/household products</p> <ul style="list-style-type: none"> <li>identify things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel how to respond if there is an accident and someone is hurt</li> <li>identify whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> <li>explain the human life</li> </ul>	<p>or unfamiliar places, including road, rail, water and firework safety</p> <ul style="list-style-type: none"> <li>recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</li> </ul> <p><b>global curriculum skills: willingness to cooperate with others to change things for the better</b></p> <ul style="list-style-type: none"> <li>develop basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback,</li> </ul>		<p>when they take action collectively</p> <ul style="list-style-type: none"> <li>understand the influence others can have on them and how to make positive decisions</li> <li>identify key facts about the changes their gender will go through during puberty (<i>menstrual cycle and menstrual wellbeing</i>,</li> <li>understand how to deal with common injuries using basic first aid techniques such as bleeding and head injuries</li> <li>understand how to respond in an emergency, including</li> </ul>	<p>associated with drugs common to everyday life that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <ul style="list-style-type: none"> <li>explain the risks and effects of different drugs about the laws relating to drugs common to everyday life and illegal drugs including alcohol</li> <li>recognise some of the changes as they grow up e.g. increasing independence and what being more independent</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		<ul style="list-style-type: none"> <li>identify hazards within home and how to stay safe</li> </ul>	<p>cycle and how people grow from young to old</p> <ul style="list-style-type: none"> <li>discuss how our needs and bodies change as we grow up</li> <li>identify and name the main parts of the body including external genitalia</li> <li>understand the concept of privacy</li> <li>explain the 'pants' rule</li> <li>discuss change as people grow up, including new opportunities and responsibilities</li> </ul>	<p>remembering what they are good at, trying again</p> <p><b>global curriculum skills; value what contributes to own identity</b></p> <ul style="list-style-type: none"> <li>explore ways of responding to cyberbullying and unkind behaviour online</li> <li>explain how to be kind online and what this looks like</li> <li>develop skills to be a responsible digital citizen</li> </ul> <p><b>global curriculum skills: strategies for managing, resolving and preventing</b></p>		<p>when and how to contact different emergency services</p> <ul style="list-style-type: none"> <li>understand personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>explore how to recognise, respect and express their individuality and personal qualities ways to boost their mood and improve emotional wellbeing</li> <li>make links between participating in interests, hobbies and</li> </ul>	<p>might look like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school</p> <ul style="list-style-type: none"> <li>develop practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school</li> <li>identify the importance of personal hygiene routines during puberty including</li> </ul>	

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				<b>conflict, including 'win-win' solution</b>		community groups and mental wellbeing	washing regularly and using deodorant <ul style="list-style-type: none"> <li>conception (<i>non statutory</i>)</li> <li>pregnancy and birth (<i>non-statutory</i>)</li> </ul>	
<b>Vocabulary</b>		feelings, private, emotions, change, touch, love, uncomfortable, comfortable, unsafe, safe, permission, emergency, respect, trust	medicine pedestrian private secret surprise	allergic anaphylaxis bullying casualty choice cyberbullying decision distraction fake influence injuries	fluoride healthy mental health negative emotions positive emotions relaxation resilience skill visualise	Bladder Breasts Decision Friend Influence Menstruation/per iod Private Puberty	Alcohol Transition Cyberbullying Independence Peer pressure Pubic hair Testicles/testes Vagina	
<b>Online safety and relationships</b> <b>See Project Evolve planning</b>		<ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give example</li> <li>recognise that there may be people online who could make</li> </ul>	<ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give examples</li> </ul> <b>global curriculum skills: show awareness of,</b>	<ul style="list-style-type: none"> <li>describe ways people who have similar likes and interests can get together online.</li> <li>explain what it means to 'know someone'</li> </ul>	<ul style="list-style-type: none"> <li>describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms)</li> </ul>	<ul style="list-style-type: none"> <li>give examples of technology-specific forms of communication (e.g. emojis, memes and gifs).</li> <li>I can explain that there are some people I</li> </ul>	<ul style="list-style-type: none"> <li>explain how sharing something online may have an impact either positively or negatively</li> <li>describe how to be kind and show</li> </ul>	<ul style="list-style-type: none"> <li>discuss the similarities and differences between the online world and the physical world, including: the impact of unhealthy or</li> </ul>



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		<p>someone feel sad, embarrassed or upset</p> <ul style="list-style-type: none"> <li>explain why it is important to be considerate and kind to people online and to respect their choices. can give examples of when I should ask permission to do something online and explain why this is important.</li> <li>explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul> <p><b>global curriculum skill: help to</b></p>	<p><b>and concern for people's feelings</b></p> <ul style="list-style-type: none"> <li>explain who i should ask before sharing things about myself or others online</li> <li>describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.i can explain why i have a right to say 'no' or 'i will have to ask someone'. i can explain who can help me if i feel under pressure to agree to something i</li> </ul>	<p>online and why this might be different from knowing someone offline.</p> <ul style="list-style-type: none"> <li>explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with</li> <li>explain why someone may change their mind about trusting anyone with something if</li> </ul>	<ul style="list-style-type: none"> <li>give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs</li> <li>recognise when someone is upset, hurt or angry online</li> <li>describe ways people can be bullied through a range of</li> </ul>	<p>communicate with online who may want to do me or my friends harm.</p> <ul style="list-style-type: none"> <li>recognise that this is not my / our fault.describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).</li> <li>recognise online bullying can be different to</li> </ul>	<p>respect for others online including the importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. global curriculum link: valuing of own and others' individuality</p> <ul style="list-style-type: none"> <li>describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs.</li> <li>explain that taking or sharing inappropriate</li> </ul>	<p>obsessive comparison with others online</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		<p><b>ensure that everyone in own group is included</b></p> <ul style="list-style-type: none"> <li>describe how to behave online in ways that do not upset others and can give examples.</li> </ul>	<p>am unsure about or don't want to do.</p> <p><b>global curriculum skills; recognise effects of own behaviour on others and use this to help make choices</b></p> <ul style="list-style-type: none"> <li>identify who can help me if something happens online without my consent</li> <li>explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online</li> </ul>	<p>they feel nervous, uncomfortable or worried</p> <ul style="list-style-type: none"> <li>explain how someone's feelings can be hurt by what is said or written online. global curriculum skills; imagine alternative possibilities and suggest new ideas to solve problems</li> <li>explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.</li> </ul>	<p>media (e.g. image, video, text, chat)</p> <ul style="list-style-type: none"> <li>explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).</li> </ul>	<p>bullying in the physical world and can describe some of those differences.</p> <ul style="list-style-type: none"> <li>identify a range of ways to report concerns and access support both in school and at home about online bullying.</li> <li>describe how what one person perceives as playful joking and teasing (including 'banter') might be experienced by others as bullying</li> <li>explain how to block abusive users</li> </ul>	<p>images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.</p>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
			<b>global curriculum skills: uneven sharing of power and how some people are excluded from decision-making</b> <ul style="list-style-type: none"> <li>explain why i should always ask a trusted adult before clicking 'yes', 'agree' or 'accept' online</li> </ul>	<ul style="list-style-type: none"> <li>describe appropriate ways to behave towards other people online and why this is important.</li> <li>give examples of how bullying behaviour could appear online and how someone can get support</li> </ul> <b>global curriculum skills: imagine alternative possibilities and suggest new ideas to solve problems</b>				
<b>Vocabulary</b>		bullying, upset, online, offline, positive sad, embarrassed upset, worried, uncomfortable frightened, trust	motives, light teasing, repeated, intentional, bystander, disappointed, jealous, negative, hurt, frightened,	kind, unkind, scenario, feelings, caring, thoughtful, annoyed, identity, avatar, profile, screen name,	image, video, text, chat, media, reputation, positive, negative, empathy, online identity, offline identity,	banter, jokes, power, funny, block, report, help line, responsible adult, copied, modified, altered, emoji, gif, meme,	evidence, screen grab, intervening gender, race, disability, culture, protected characteristics, representations	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		permission, online, support, considerate, respect, choice	upset, target, disgusted, annoyed, upset, scared, worried, confused, profile picture, appearance, online, worries, upset, communicate, permission, pressure, consent, agree, accept, trusted adult	Like, interests, to know someone, trusting someone online, liking someone online, nervous, uncomfortable, worried, giving and gaining permission	impersonation, persona Livestream, gaming platform, healthy / unhealthy behaviours, sharing content,	harm, fault, collaborate constructively, positive contribution, support,	boundaries, respect, privately sharing, consequences, screen grabs, inappropriate images, embarrassing images,	
<b>Economic Well-being</b>		<ul style="list-style-type: none"> <li>explore how different strengths and interests are needed to do different jobs</li> </ul> <p><b>global curriculum skills: identify matters that are important to self and others</b></p> <ul style="list-style-type: none"> <li>know about people whose job it is to help us in the community</li> </ul>	<ul style="list-style-type: none"> <li>identify what money is and its different forms e.g. coins, notes, and ways of paying for things</li> <li>learn about getting, keeping and spending money; that people are paid money for the job they do</li> </ul>	<ul style="list-style-type: none"> <li>know how to recognise the difference between needs and wants</li> <li>understand how people make choices about spending money, including thinking about needs and wants</li> </ul> <p><b>global curriculum skills: some</b></p>	<ul style="list-style-type: none"> <li>explain how people make different spending decisions based on their budget, values and needs</li> <li>understand how to keep track of money and why it is important to know how much is being spent</li> <li>identify different ways to pay for things such as</li> </ul>	<ul style="list-style-type: none"> <li>identify jobs that they might like to do in the future about the role ambition can play in achieving a future career how or why someone might choose a certain career</li> <li>identify what might influence people's decisions</li> </ul>	<ul style="list-style-type: none"> <li>explore the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>understand value for money and how to judge if something is value for money how companies encourage customers to</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
		<ul style="list-style-type: none"> <li>explore different jobs and the work people do</li> </ul>		<b>causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</b>	cash, cards, e-payment and the reasons for using them <ul style="list-style-type: none"> <li>understand how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities <ul style="list-style-type: none"> <li>describe stereotyping in the workplace, its impact and how to challenge it</li> <li>understand that there is a variety of routes into work e.g. college, apprenticeships, university, training</li> </ul>	buy things and why it is important to be a critical consumer <ul style="list-style-type: none"> <li>describe how having or not having money can impact on a person's emotions, health and wellbeing</li> <li>identify common risks associated with money, including debt, fraud and gambling how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> </ul>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3
<b>Vocabulary</b>		individuality, interests, strengths, help, community, differences, similarities	coins need notes priority want	Budget Expense Feeling Qualification Stereotype	Bank balance Bank statement Career Debit card	Discrimination Expenditure Giving back Income Interest Repayment	Gambling Growth mindset PIN Qualities Responsibility Skill	