



Eastover Primary School RSHE progression

	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Healthy relationships Families and friendships Safe relationships Respecting ourselves and others	<ul style="list-style-type: none"> ❖ about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers ❖ the role these different people play in children's lives and how they care for them ❖ what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. ❖ about the importance of telling someone — and how to tell them — if they are worried about something in their family ❖ about situations when someone's body or feelings might be hurt and whom to go to for help ❖ about what it means to keep something private, including parts of the body that are private ❖ to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) ❖ how to respond if 	<ul style="list-style-type: none"> ❖ how to be a good friend, e.g. kindness, listening, honesty ❖ about different ways that people meet and make friends ❖ strategies for positive play with friends, e.g. joining in, including others, etc. ❖ about what causes arguments between friends ❖ how to positively resolve arguments between friends ❖ how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else ❖ how to recognise hurtful behaviour, including online ❖ what to do and whom to tell if they see or experience hurtful behaviour, including online ❖ about what bullying is and different types of bullying ❖ how someone may feel if they are being bullied ❖ about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help ❖ how to resist pressure to do something that feels uncomfortable or unsafe ❖ how to ask for help if they feel unsafe or worried 	<ul style="list-style-type: none"> ❖ 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 ❖ that being part of a family provides support, stability and love ❖ about the positive aspects of being part of a family, such as spending time together and caring for each other ❖ about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty ❖ to identify if/when something in a family might make someone upset or worried ❖ what to do and whom to tell if family relationships are making them feel unhappy or unsafe ❖ What is appropriate to share with friends, classmates, family and 	<ul style="list-style-type: none"> ❖ about the features of positive healthy friendships such as mutual respect, trust and sharing interests ❖ strategies to build positive friendships ❖ how to seek support with relationships if they feel lonely or excluded ❖ how to communicate respectfully with friends when using digital devices ❖ how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know ❖ what to do or whom to tell if they are worried about any contact online ❖ to differentiate between playful teasing, hurtful behaviour and bullying, including online ❖ how to respond if they witness or experience hurtful behaviour or bullying, including online ❖ recognise the 	<ul style="list-style-type: none"> ❖ what makes a healthy friendship and how they make people feel included ❖ strategies to help someone feel included ❖ about peer influence and how it can make people feel or behave ❖ the impact of the need for peer approval in different situations, including online ❖ strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication ❖ that it is common for friendships to experience challenges ❖ strategies to positively resolve disputes and reconcile differences in friendships ❖ that friendships can change over time and the benefits of having new and different ❖ types of friends ❖ how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable ❖ when and how to seek support in relation to friendships 	<ul style="list-style-type: none"> ❖ what it means to be attracted to someone and different kinds of loving relationships ❖ that people who love each other can be of any gender, ethnicity or faith ❖ the difference between gender identity and sexual orientation and everyone's right to be loved ❖ about the qualities of healthy relationships that help individuals flourish ❖ ways in which couples show their love and commitment to one another, including those who are not married or who live apart ❖ what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults ❖ that people have the right to choose whom they marry or whether to get married ❖ that to force anyone into marriage is illegal ❖ how and where to report forced marriage or ask for help if they are worried ❖ to compare the features of a healthy and unhealthy friendship ❖ about the shared responsibility if

	<p>being touched makes them feel uncomfortable or unsafe</p> <ul style="list-style-type: none"> ❖ when it is important to ask for permission to touch others ❖ how to ask for and give/not give permission ❖ what kind and unkind behaviour mean in and out school ❖ how kind and unkind behaviour can make people feel ❖ about what respect means ❖ about class rules, being polite to others, sharing and taking turns 	<p>and what vocabulary to use</p> <ul style="list-style-type: none"> ❖ about the things they have in common with their friends, classmates, and other people ❖ how friends can have both similarities and differences ❖ how to play and work cooperatively in different groups and situations ❖ how to share their ideas and listen to others, take part in discussions, and give reasons for their views 	<p>wider social groups including online</p> <ul style="list-style-type: none"> ❖ about what privacy and personal boundaries are, including online ❖ basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision ❖ that bullying and hurtful behaviour is unacceptable in any situation ❖ about the effects and consequences of bullying for the people involved ❖ about bullying online, and the similarities and differences to face-to-face bullying ❖ what to do and whom to tell if they see or experience bullying or hurtful behaviour ❖ to recognise respectful behaviours e.g. helping or including others, being responsible ❖ how to model respectful behaviour in different situations e.g. at home, at school, online ❖ the importance of self-respect and their right to be treated respectfully by others ❖ what it means to treat others, and be treated, politely ❖ the ways in which people show respect 	<p>difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <ul style="list-style-type: none"> ❖ how to manage pressures associated with dares ❖ when it is right to keep or break a confidence or share a secret ❖ how to recognise risks online such as harmful content or contact ❖ how people may behave differently online including pretending to be someone they are not ❖ how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online ❖ to recognise differences between people such as gender, race, faith ❖ to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations ❖ about the importance of respecting the differences and similarities between people 	<ul style="list-style-type: none"> ❖ to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations ❖ how to ask for, give and not give permission for physical contact ❖ how it feels in a person's mind and body when they are uncomfortable ❖ that it is never someone's fault if they have experienced unacceptable contact ❖ how to respond to unwanted or unacceptable physical contact ❖ that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about ❖ whom to tell if they are concerned about unwanted physical contact ❖ to recognise that everyone should be treated equally ❖ why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own ❖ what discrimination means and different types of discrimination e.g. racism, sexism, homophobia ❖ to identify online bullying 	<p>someone is put under pressure to do something dangerous and something goes wrong</p> <ul style="list-style-type: none"> ❖ strategies to respond to pressure from friends including online ❖ how to assess the risk of different online 'challenges' and 'dares' ❖ how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable ❖ how to get advice and report concerns about personal safety, including online ❖ what consent means and how to seek and give/not give permission in different situations ❖ about the link between values and behaviour and how to be a positive role model ❖ how to discuss issues respectfully ❖ how to listen to and respect other points of view ❖ how to constructively challenge points of view they disagree with ❖ ways to participate effectively in discussions online and manage conflict or disagreements
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			and courtesy in different cultures and in wider society	❖ a vocabulary to sensitively discuss difference and include everyone	and discrimination of groups or individuals e.g. trolling and harassment ❖ the impact of discrimination on individuals, groups and wider society ❖ ways to safely challenge discrimination ❖ how to report discrimination online	
Living in the wider world Belonging to a community Media literacy and Digital resilience Money and Work	<ul style="list-style-type: none"> ❖ about examples of rules in different situations, e.g. class rules, rules at home, rules outside ❖ that different people have different needs ❖ how we care for people, animals and other living things in different ways ❖ how they can look after the environment, e.g. recycling ❖ how and why people use the internet ❖ the benefits of using the internet and digital devices ❖ how people find things out and communicate safely with others online ❖ that everyone has different strengths, in and out of school ❖ about how different strengths and interests are needed to do different jobs ❖ about people whose job it is to help us in the community 	<ul style="list-style-type: none"> ❖ about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups ❖ about different rights and responsibilities that they have in school and the wider community ❖ about how a community can help people from different groups to feel included ❖ to recognise that they are all equal, and ways in which they are the same and different to others in their community ❖ the ways in which people can access the internet e.g. phones, tablets, computers ❖ to recognise the purpose and value of the internet in everyday life ❖ to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos ❖ that information online might not always be true 	<ul style="list-style-type: none"> ❖ the reasons for rules and laws in wider society ❖ the importance of abiding by the law and what might happen if rules and laws are broken ❖ what human rights are and how they protect people ❖ to identify basic examples of human rights including the rights of children ❖ about how they have rights and also responsibilities ❖ that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn ❖ how the internet can be used positively for leisure, for school and for work ❖ to recognise that images and information online can be altered or adapted and the reasons for why this happens ❖ strategies to recognise whether something they 	<ul style="list-style-type: none"> ❖ the meaning and benefits of living in a community ❖ to recognise that they belong to different communities as well as the school community ❖ about the different groups that make up and contribute to a community ❖ about the individuals and groups that help the local community, including through volunteering and work ❖ how to show compassion towards others in need and the shared responsibilities of caring for them ❖ that everything shared online has a digital footprint ❖ that organisations can use personal information to encourage people 	<ul style="list-style-type: none"> ❖ about how resources are allocated and the effect this has on individuals, communities and the environment ❖ the importance of protecting the environment and how everyday actions can either support or damage it ❖ how to show compassion for the environment, animals and other living things ❖ about the way that money is spent and how it affects the environment ❖ to express their own opinions about their responsibility towards the environment ❖ to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise ❖ basic strategies to assess whether content online (e.g. 	<ul style="list-style-type: none"> ❖ what prejudice means ❖ to differentiate between prejudice and discrimination ❖ how to recognise acts of discrimination ❖ strategies to safely respond to and challenge discrimination ❖ how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups ❖ how stereotypes are perpetuated and how to challenge this ❖ about the benefits of safe internet use e.g. learning, connecting and communicating ❖ how and why images online might be manipulated, altered, or faked ❖ how to recognise when images might have been altered ❖ why people choose to communicate through social media and some of the risks and challenges of doing so

	<ul style="list-style-type: none"> ❖ about different jobs and the work people do 	<ul style="list-style-type: none"> ❖ about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments ❖ how money can be kept and looked after ❖ about getting, keeping and spending money ❖ that people are paid money for the job they do ❖ how to recognise the difference between needs and wants ❖ how people make choices about spending money, including thinking about needs and wants 	<p>see online is true or accurate</p> <ul style="list-style-type: none"> ❖ to evaluate whether a game is suitable to play or a website is appropriate for their age-group ❖ to make safe, reliable choices from search results ❖ how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication ❖ about jobs that people may have from different sectors e.g. teachers, business ❖ people, charity work ❖ that people can have more than one job at once or over their lifetime ❖ about common myths and gender stereotypes related to work ❖ to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM ❖ about some of the skills needed to do a job, such as teamwork and decision-making ❖ to recognise their interests, skills and achievements and how these might link to future jobs ❖ how to set goals that they would like to 	<p>to buy things</p> <ul style="list-style-type: none"> ❖ to recognise what online adverts look like ❖ to compare content shared for factual purposes and for advertising ❖ why people might choose to buy or not buy something online e.g. from seeing an advert ❖ that search results are ordered based on the popularity of the website and that this can affect what information people access ❖ how people make different spending decisions based on their budget, values and needs ❖ how to keep track of money and why it is important to know how much is being spent ❖ about different ways to pay for things such as cash, cards, e-payment and the reasons for using them ❖ that how people spend money can have positive or negative effects on others e.g. charities, single use plastics 	<p>research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <ul style="list-style-type: none"> ❖ that some media and online content promote stereotypes ❖ how to assess which search results are more reliable than others ❖ to recognise unsafe or suspicious content online ❖ how devices store and share information ❖ to 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 ❖ about what might influence people's decisions 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 ❖ about stereotyping in the workplace, its impact and how to challenge it ❖ that there is a variety of routes into work e.g. college, apprenticeships, university, ❖ training 	<ul style="list-style-type: none"> ❖ that social media sites have age restrictions and regulations for use ❖ the reasons why some media and online content is not appropriate for children ❖ how online content can be designed to manipulate people's emotions and encourage them to read or share things ❖ about sharing things online, including rules and laws relating to this ❖ how to recognise what is appropriate to share online ❖ how to report inappropriate online content or contact ❖ about the role that money plays in people's lives, attitudes towards it and what influences decisions about money ❖ about value for money and how to judge if something is value for money ❖ how companies encourage customers to buy things and why it is important to be a critical consumer ❖ how having or not having money can impact on a person's emotions, health and wellbeing ❖ about common risks associated with money, including debt, fraud and gambling
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			achieve this year e.g. learn a new hobby			<ul style="list-style-type: none"> ❖ how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk ❖ how to get help if they are concerned about gambling or other financial risks
Health and wellbeing Physical health and Mental wellbeing Growing and changing Keeping safe	<ul style="list-style-type: none"> ❖ what it means to be healthy and why it is important ❖ ways to take care of themselves on a daily basis ❖ about basic hygiene routines, e.g. hand washing ❖ about healthy and unhealthy foods, including sugar intake ❖ about physical activity and how it keeps people healthy ❖ about different types of play, including balancing indoor, outdoor and screen-based play ❖ about people who can help them to stay healthy, such as parents, doctors, nurses, ❖ how to keep safe in the sun ❖ to recognise what makes them special and unique including their likes, dislikes and what they are good at ❖ how to manage and whom to tell when finding things difficult, or when things go 	<ul style="list-style-type: none"> ❖ about routines and habits for maintaining good physical and mental health ❖ why sleep and rest are important for growing and keeping healthy ❖ that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies ❖ the importance of, and routines for, brushing teeth and visiting the dentist ❖ about food and drink that affect dental health ❖ how to describe and share a range of feelings ❖ ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others ❖ how to manage big feelings including those associated with change, loss and bereavement ❖ when and how to ask for help, and how to help others, with their feelings ❖ about the human life 	<ul style="list-style-type: none"> ❖ about the choices that people make in daily life that could affect their health ❖ to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) ❖ what can help people to make healthy choices and what might negatively influence them ❖ about habits and that sometimes they can be maintained, changed or stopped ❖ the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle ❖ what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally ❖ that regular exercise such as walking or cycling has positive benefits for their mental and physical health ❖ about the things that affect feelings both positively and negatively 	<ul style="list-style-type: none"> ❖ to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally ❖ what good physical health means and how to recognise early signs of physical illness ❖ that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary ❖ how to maintain oral hygiene and dental health, including how to brush and floss correctly ❖ the importance of regular visits to the dentist and the effects of different foods, ❖ drinks and substances on dental health ❖ how to identify external genitalia and reproductive organs ❖ about the physical and emotional changes during 	<ul style="list-style-type: none"> ❖ how sleep contributes to a healthy lifestyle ❖ healthy sleep strategies and how to maintain them ❖ about the benefits of being outdoors and in the sun for physical and mental health ❖ how to manage risk in relation to sun exposure, including skin damage and heat stroke ❖ how medicines can contribute to health and how allergies can be managed ❖ that some diseases can be prevented by vaccinations and immunisations ❖ that bacteria and viruses can affect health ❖ how they can prevent the spread of bacteria and viruses with everyday hygiene routines ❖ to recognise the shared responsibility of keeping a clean environment ❖ about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes ❖ that for some people their gender identity does not 	<ul style="list-style-type: none"> ❖ that mental health is just as important as physical health and that both need looking after ❖ to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support ❖ how negative experiences such as being bullied or feeling lonely can affect mental wellbeing ❖ positive strategies for managing feelings ❖ that there are situations when someone may experience mixed or conflicting feelings ❖ how feelings can often be helpful, whilst recognising that they sometimes need to be overcome ❖ to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available ❖ identify where they and others can ask for help and support with mental wellbeing

	<p>wrong</p> <ul style="list-style-type: none"> ❖ how they are the same and different to others ❖ about different kinds of feelings ❖ how to recognise feelings in themselves and others ❖ how feelings can affect how people behave ❖ how rules can help to keep us safe ❖ why some things have age restrictions, e.g. TV and film, games, toys or play areas ❖ basic rules for keeping safe online ❖ whom to tell if they see something online that makes them feel unhappy, worried, or scared 	<p>cycle and how people grow from young to old</p> <ul style="list-style-type: none"> ❖ how our needs and bodies change as we grow up ❖ to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) ❖ about change as people grow up, including new opportunities and responsibilities ❖ preparing to move to a new class and setting goals for next year ❖ how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines ❖ how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' ❖ to 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 ❖ how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products ❖ about things that people 	<ul style="list-style-type: none"> ❖ strategies to identify and talk about their feelings ❖ about some of the different ways people express feelings e.g. words, actions, body language ❖ to recognise how feelings can change overtime and become more or less powerful ❖ that everyone is an individual and has unique and valuable contributions to make ❖ to recognise how strengths and interests form part of a person's identity ❖ how to identify their own personal strengths and interests and what they're proud of (in school, out of school) ❖ to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues ❖ basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again ❖ how to identify typical hazards at home and in school ❖ how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen ❖ about fire safety at home including the 	<p>puberty</p> <ul style="list-style-type: none"> ❖ key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams ❖ strategies to manage the changes during puberty including menstruation ❖ the importance of personal hygiene routines during puberty including washing regularly and using deodorant ❖ how to discuss the challenges of puberty with a trusted adult ❖ how to get information, help and advice about puberty ❖ the importance of taking medicines correctly and using household products safely ❖ to recognise what is meant by a 'drug' ❖ that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing ❖ to identify some of the effects related to different drugs and that all drugs, 	<p>correspond with their biological sex</p> <ul style="list-style-type: none"> ❖ how to recognise, respect and express their individuality and personal qualities ❖ ways to boost their mood and improve emotional wellbeing ❖ about the link between participating in interests, hobbies and community groups ❖ and mental wellbeing ❖ to identify when situations are becoming risky, unsafe or an emergency ❖ to 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 ❖ how to deal with common injuries using basic first aid techniques ❖ how to respond in an emergency, including when and how to contact different emergency services ❖ that female genital mutilation (FGM) is against British law¹ ❖ what to do and whom to tell if they think they or someone they know might be at risk of FGM 	<p>in and outside school</p> <ul style="list-style-type: none"> ❖ 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 ❖ that changes can mean people experience feelings of loss or grief ❖ about the process of grieving and how grief can be expressed ❖ about strategies that can help someone cope with the feelings associated with change or loss ❖ to identify how to ask for help and support with loss, grief or other aspects of change ❖ how balancing time online with other activities helps to maintain their health and wellbeing ❖ strategies to manage time spent online and foster positive habits e.g. switching phone off at night ❖ what to do and whom to tell if they are frightened or worried about something they have seen online ❖ to recognise some of the changes as they grow up e.g. increasing independence
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		<p>can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p> <ul style="list-style-type: none"> ❖ how to respond if there is an accident and someone is hurt ❖ about 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 	<p>need for smoke alarms</p> <ul style="list-style-type: none"> ❖ the importance of following safety rules from parents and other adults ❖ how to help keep themselves safe in the local environment or unfamiliar places, ❖ including road, rail, water and firework safety 	<p>including medicines, may have side effects</p> <ul style="list-style-type: none"> ❖ to identify some of the risks 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 		<ul style="list-style-type: none"> ❖ about what being more independent might be 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 ❖ practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school ❖ identify the links between love, committed relationships and conception ❖ what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults ❖ how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb ❖ that pregnancy can be prevented with contraception² ❖ about the responsibilities of being a parent or carer and how having a baby changes someone's life
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						<ul style="list-style-type: none">❖ how to protect personal information online❖ to identify potential risks of personal information being misused❖ strategies for dealing with requests for personal information or images of themselves❖ to identify types of images that are appropriate to share with others and those which might not be appropriate❖ that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be❖ what to do if they take, share or come across an image which may upset, hurt or embarrass them or others❖ how to report the misuse of personal information or sharing of upsetting content/ images online❖ about the different age rating systems for social media, T.V, films, games and online gaming❖ why age restrictions are important and how they help people make safe decisions about what to watch, use or play❖ about the risks and effects of different drugs❖ about the laws relating to drugs common to
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						<p>everyday life and illegal drugs</p> <ul style="list-style-type: none">❖ to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs❖ about the organisations where people can get help and support concerning drug use❖ how to ask for help if they have concerns about drug use❖ about mixed messages in the media relating to drug use and how they might influence opinions and decisions
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