



St Mary's CE (VA) Primary School
Progression of RSHE Progression of Skills

The 9 nine protected characteristics are **age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.**

**EYFS :
Reception
Statements**

Reception -

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs..
 - Personal Hygiene
 - Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - tooth brushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

**EYFS:
ELG**

ELG- Self Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
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ELG Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG Building Relationships

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.



**St Mary's CE (VA) Primary School
Progression of RSHE Progression**

| Topic/Area of Study | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Family and people who care for me | Know who is in their family and how they look after them e.g. care, love, home. | Know that families are important for children growing up because they can give love, security and stability. (R1.1) | Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ((R1.2) | Know that other families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. (R1.3) | Know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. (R1.4) | Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. (R1.5) | Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (R1.6) |
| Caring friendships | Develop understanding of what makes a good friend and the importance of these relationships to our own happiness. | Know how important friendships are in making us feel happy and secure, and how people choose and make friends (R2.1) | Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R2.2) | Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (R2.3) | Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. (R2.4) | Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R2.5) | Know how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R2.5) |
| Respectful relationships | Build constructive and respectful relationships and encourage them to express their feelings and consider the feelings of others. | Know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. (R3.1) | Know practical steps they can take in a range of different contexts to improve or support respectful relationships. (R3.2) | Know the conventions of courtesy and manners. (R3.3) Know the importance of self-respect and how this links to their own happiness. (R3.4) | Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. (R3.5) | Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (R3.6) | Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. (R3.7) Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R3.8) |
| Online relationships | Identify rules that help keep us safe and healthy in and beyond the home when using technology. Eg Know | Know that people sometimes behave differently online, including by pretending | Know that the same principles apply to online relationships as to face-to-face relationships, including the importance | Know that people sometimes behave differently online, including by pretending | Know that the same principles apply to online relationships as to face-to-face relationships, including the importance | Know that the same principles apply to online relationships as to face-to-face relationships, including the importance | Know how to critically consider their online friendships and sources of information including awareness of the risks |



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| | they should have an adult with them whilst on line as some people can be unkind. | to be someone they are not. (R4.1) | of respect for others online including when we are anonymous. (R4.2) | to be someone they are not. (R4.1) | of respect for others online including when we are anonymous. (R4.2) | of respect for others online including when we are anonymous. (R4.2) | associated with people they have never met. (R4.4) Know how information and data is shared and used online. (R4.5) |
| Being safe | Understand keeping safe when crossing the road and what is acceptable in friendships. | Know that sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). (R5.1) | Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. (R5.2) Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (R5.3) | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (R5.4) | Know how to recognise and report feelings of being unsafe or feeling bad about any adult. (R5.5) Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R5.6) | Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R5.6) Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. (R5.7) Know where to get advice e.g. family, school and/or other sources. (R5.8) | Know how to ask for advice or help for themselves or others, and to keep trying until they are heard. (R5.6) Know how to report concerns or abuse, and the vocabulary and confidence needed to do so. (R5.7) Know where to get advice e.g. family, school and/or other sources. (R5.8) |
| Mental wellbeing | Discuss factors that support mental wellbeing e.g. sensible amount of screen time. See themselves as a valuable individual Identify who can moderate their own feelings socially and emotionally Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' | Know that mental wellbeing is a normal part of daily life, in the same way as physical health. (H6.1) Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. (H6.2) | Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and other's feelings. (H6.3) Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. (H6.4) | Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. (H6.5) Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. (H6.6) | Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (H6.7) | Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. (H6.8) Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including | Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). (H6.9) Know it is common for people to experience mental ill health. For many people who do, the |



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| | | | | | | issues arising online). (H6.9) | problems can be resolved if the right support is made available, especially if accessed early enough. (H6.10) |
| Internet safety and harms | Develop understanding of the benefits of the internet and give some simple examples of rules for staying safe. | Know that for most people the internet is an integral part of life and has many benefits. (H7.1) Know basic safety principles when working online | Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing. (H7.2) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (H7.3) | Know why social media, some computer games and online gaming, for example, are age restricted. (H7.4) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (H7.3) | Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. (H7.4) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (H7.3) | Know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. (H7.5) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (H7.3) | Know where and how to report concerns and get support with issues online (H7.6) Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. (H7.3) |
| Physical health and fitness | Know and talk about the different factors that support their overall health and wellbeing e.g. regular physical activity, healthy eating, toothbrushing, having a good sleep routine. | Know the characteristics and mental and physical benefits of an active lifestyle. (H8.1) | Know the characteristics and mental and physical benefits of an active lifestyle. (H8.1) | Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. (H8.2) | Know the risks associated with an inactive lifestyle (including obesity). (H8.3) | Know how and when to seek support including which adults to speak to in school if they are worried about their health. (H8.4) Know the importance of building regular exercise into daily and weekly routines and how to achieve this. (H8.2) | Know the risks associated with an inactive lifestyle (including obesity). (H8.3) Knowhow and when to seek support including which adults to speak to in school if they are worried about their health. (H8.4) |
| Healthy eating | Develop understanding of being healthy through a balanced diet including eating fruit and vegetables. | Know what constitutes a healthy diet. (H9.1) | Know what constitutes a healthy diet. (H9.1) | Know what constitutes a healthy diet (including understanding calories and other nutritional content). (H9.1) | Know the principles of planning and preparing a range of healthy meals. (H9.2) | Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours | Know the principles of planning and preparing a range of healthy meals. (H9.2) Know the characteristics of a poor diet and risks |



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| | | | | | | (e.g. the impact of alcohol on diet or health). (H9.3) | associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). (H9.3) |
| Drugs, alcohol and tobacco | | | | | | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (H10.1) | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (H10.1) |
| Health and prevention | Know and talk about the importance of tooth brushing and visiting the dentist alongside drinking water and staying safe in the sun | Know how about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist (H11.4) Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (H11.2) | Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (H11.2) Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (H11.3) | Know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. (H11.1) Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (H11.5) | Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (H11.5) Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (H11.2) | Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (H11.4) Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (H11.3) | Know the facts and science relating to allergies, immunisation and vaccination. (H11.6) Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. (H11.3) |
| Basic first aid | Know 999 is the number to call for an emergency and who to tell if they have hurt themselves. | Know to make a clear and efficient call to emergency services if necessary. (H12.1) | Know to make a clear and efficient call to emergency services if necessary. (H12.1) | Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. (H12.2) | Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. (H12.2) | Know concepts of basic first-aid, for example dealing with common injuries, including head injuries. (H12.2) | Know concepts of basic first-aid, for example dealing with common injuries. (H12.2) |
| Changing adolescent body | | | | | | Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. (H13.1) | Know about menstrual wellbeing including the key facts about the menstrual cycle. (H13.2) |



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| <p>British Values</p> | <p>Tolerance of Different Faiths and beliefs: Diwali and Hanukah Chinese New Year Mosque – looking at different places of worship</p> <p>Rule Of Law: Following rules and routines</p> <p>Mutual Respect: Sharing and turn taking</p> <p>Individual Liberty: Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.</p> <p>Democracy: Vote for a person or group that has been the most supportive during sports day. Vote for monitors / helpers etc.... Pupil Survey – understanding their voice and opinion counts.</p> | <p>Tolerance of Different Faiths and beliefs: The Jewish Harvest Sukkot How people of other faiths welcome new babies</p> <p>Rule Of Law: Following Rules Fair/Unfair, Right/Wrong</p> <p>Respect: Respecting similarities and differences between ourselves and other people’s families. Respecting each other even when they are different e.g. physically, character, personality and background</p> <p>Individual Liberty: Making healthy choices</p> <p>Democracy: Agree class rules</p> | <p>Tolerance of Different Beliefs and Faiths: Different faiths have different holy books Where do people of other faiths worship?</p> <p>Rule of Law: Bullying is wrong</p> <p>Respect: Co-operation / Treat each other with respect, including those in authority Respect other people’s privacy</p> <p>Individual Liberty: Making the correct, healthy choices, making good choices about to stay safe on line, how to raise money for MacMillan Coffee morning</p> <p>Democracy: Election of School Council</p> | <p>Tolerance of Different Faiths and beliefs: Jewish Faith – Sukkot Jewish Faith – Passover Jewish Faith – sacred books, sacred places, visit to Jewish Synagogue</p> <p>Rule of Law: How/why rules and laws are made and enforced, including school rules</p> <p>Respect: Recognise peoples’ feelings and realising that most friendships have ups and downs Show, respect, constructively challenge different points of view Personal boundaries</p> <p>Individual Liberty: Making the correct, healthy choices</p> <p>Democracy: Election of School Council</p> | <p>Tolerance of Different Faiths and beliefs: Hindu festival of light Hinduism – sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir</p> <p>Rule of Law: How/why rules and laws are made and enforced, including health and Safety rules</p> <p>Respect: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> <p>Individual Liberty: Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions</p> <p>Democracy: Election of School Council</p> | <p>Tolerance of Different Faiths and beliefs: Sikhism - rules, sacred books. How important are holy books in other faiths? Sacred places Sikh Gurdwara Visit & Festivals. pilgrimage – The Golden Temple in Amritsar.</p> <p>Rule of Law: (History Link – Crime and punishment from Anglo Saxon – present day)</p> <p>Respect Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)</p> <p>Individual Liberty: choices we make to stay safe, taking risks and challenge themselves to be the best that they can be.</p> <p>Democracy: Election of School Council, Visit to Oldham Chambers</p> | <p>Tolerance of Different Faiths and beliefs: Islam Rules, sacred books, sacred places, pilgrimage - Hajj Mosque visit</p> <p>Rule of Law: Age limits and restrictions.</p> <p>Respect Media images – effect on young people Respecting ourselves and each other and our uniqueness Viewpoints - debate topical issues, problems and events for self and keeping a healthy lifestyle</p> <p>Individual Liberty: Resisting pressure / asking for help and having the vocab. to do so taking risks and choices how far to challenge themselves (residential Visit)</p> <p>Democracy: Election of School Council, Links to parliament</p> |
| <p>Economic awareness</p> | | <p>Money Matters : Save or spend ?</p> | | <p>Money Matters: Where does money come from? Lending and Borrowing Budgeting.</p> | | <p>Money Matters: Borrowing and Saving Value for money Money and the wider world</p> | |
| <p>Global citizenship</p> | | | <p>One World: Families, The Environment and Caring for our Planet</p> | | <p>One World: Climate change Urban and Rural Inequality</p> | | <p>Our World: Global warming Use of water and energy Biodiversity</p> |



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| Relationships Vocabulary | feelings friend rules right wrong take turns family happy sad angry worried | special people uncomfortable safe secrets unsafe private permission boundaries kind unkind sharing respect similarities differences emotions fear surprise nervous online | argument resolve surprise lonely unhappy privacy bullying mutual respect physical contact commitment truthfulness trustworthy loyalty generosity trust relationship rationing personal information | different types of families excluded self respect age restrictions courtesy manners community positive and healthy relationships challenges hobbies | cultures society advice support abuse trolling harassment | marriage legal civil partnership civil marriage forced marriage cyber/online bullying confidence peer influence peer approval disagreement committed relationships ethnicity racial/religious diversity sex gender identity sexual orientation disability sexual orientation | conflict stereotype pressure |
| Mental Health and wellbeing Vocabulary | goals sun safety individuality independence road safety health clean sleep activity dentist | healthy diet hygiene physical activity emergency physical health mental health dental health safety oral hygiene mental wellbeing | medicine big feelings body parts risk interests hazards | balanced diet physical illness personal hygiene germs bacteria viruses handwashing social media first aid injury | inactive lifestyle obesity healthy meal | drug personal identity gender puberty alcohol legal substances illegal substances smoking mood | periods transition consent allergies immunisations vaccination menstrual cycle |

