

Progression of Knowledge, Skills & Vocabulary -						
Relationships						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
<p>Children play cooperatively, taking turns with others. They take account of one another's ideas and show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<p>Families and Friendships Understand the roles different people play in our lives</p> <p>Understand different types of families</p> <p>Know the importance of talking if something about their family makes them unhappy or worried</p> <p>Understand the people we love and care for and what they do to help us feel cared for</p> <p>Describe the common features of family life</p> <p>Safe Relationships Understand that bodies and feelings can be hurt by words and actions (including online)</p> <p>Understand that some things are private and the importance of respecting privacy (including body parts)</p> <p>Understand how to respond if physical contact makes them feel unsafe</p> <p>Know that there are situations when they should ask for permission and also when their permission should be sought</p> <p>Understand some things are private (including body parts)</p>	<p>Families and Friendships Know how people make friends and what makes a good friendship</p> <p>Understand how to recognise when they or someone else feels lonely and what to do</p> <p>Identify simple strategies to resolve arguments between friends positively</p> <p>Know how to ask for help if a friendship is making them feel unhappy</p> <p>Know how to listen to other people and play and work cooperatively</p> <p>Safe Relationships Understand about how people may feel if they experience hurtful behaviour or bullying</p> <p>Understand that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>Know that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>Recognise the importance of</p>	<p>Families and Friendships Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Understand that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>Understand how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Safe Relationships Learn about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>Families and Friendships Understand the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>Know the importance of seeking support if feeling lonely or excluded</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Safe Relationships Know strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of</p>	<p>Families and Friendships Understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Understand how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>Understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Know about seeking and giving permission (consent) in different situations</p> <p>Safe Relationships Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<p>Families and Friendships Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Understand that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>Learn about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>Understand that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>Understand that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,</p>

	<p>Respond safely to adults they don't know</p> <p><u>Respecting ourselves and others</u></p> <p>Identify what is kind and unkind behaviour, and how this can affect others</p> <p>Learn how to treat themselves and others with respect; how to be polite and courteous</p>	<p>not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Identify basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Learn what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><u>Respecting ourselves and others</u></p> <p>Recognise the ways in which they are the same and different to others</p> <p>Know how to listen to other people and play and work cooperatively</p> <p>Understand how to talk about and share their opinions on things that matter to them</p>	<p>Learn about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>Understand how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>Recognise that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><u>Respecting ourselves and others</u></p> <p>Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>others); how to report concerns and get support</p> <p>Understand why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</p> <p>Understand about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p><u>Respecting ourselves and others</u></p> <p>Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>Understand how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>Learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>Understand where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Respecting ourselves and others</u></p> <p>Understand the strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>Learn about discrimination: what it means and how to challenge it</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>foster parents); that families of all types can give family members love, security and stability</p> <p><u>Safe Relationships</u></p> <p>Learn about seeking and giving permission (consent) in different situations</p> <p>Understand how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>Know where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p><u>Respecting ourselves and others</u></p> <p>Understand that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Understand how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>
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Vocabulary							
	<p><u>Families and Friendships</u> sharing, people, discussion, views, opinions, similarities, differences, special people, worries, caring , different families - same love.</p> <p><u>Safe Relationships</u> acceptable, unacceptable, hurt, kind, unkind, like, dislike, touch, permission, private, appropriate, inappropriate</p> <p><u>Respecting ourselves and others</u> respect, polite, kind, unkind, sharing, upset, happy, hurt, rules, important</p>	<p><u>Families and Friendships</u> communicating, feelings, empathy, secrets,lonely, argument, happy, unhappy, friendship</p> <p><u>Safe Relationships</u> hurt, teasing, bullying, kind, unkind, offline, online, secret, surprise, pressure</p> <p><u>Respecting ourselves and others</u> extremism, same, different, common, respect, share, listen, views, discuss, team, cooperate, empathy</p>	<p><u>Families and Friendships</u> families, couples, committed, loving relationship, civil partnership, marriage, single parent, foster/adoptive parent, blended parent. stability, love, support, team, disputes, conflict, upset, worry, unhappy, unsafe, different families - same love.</p> <p><u>Safe Relationships</u> strategies, resolve, disputes, conflict, discussion, listening, catfish, hurtful, appropriate content, online safety.</p> <p><u>Respecting ourselves and others</u> respect, wider society, home, school, courtesy, polite, responsibility, importance, tolerance, empathy.</p>	<p><u>Families and Friendships</u> positive relationship, healthy, challenges,online safety, catfish, respect, trust shared interests.</p> <p><u>Safe Relationships</u> teasing , name calling, trolling, catfish, harassment, exclusion, confide, share, secret, unhealthy, pressure, dares, confidentiality, compromise</p> <p><u>Respecting ourselves and others</u> Bisexual, hetrosexual, gay, gender, homophobic, lesbian, gender identity, transgender, Muslim, Islam, Jewish, BLM, race, faith,people, equality, identity, stereotypes</p>	<p><u>Families and Friendships</u> inclusion, assertive communication, dispute, differences, support, peer approval, compromise, shared goals.</p> <p><u>Safe Relationships</u> physical contact, pressure, touch, acceptable, unacceptable, support, consent</p> <p><u>Respecting ourselves and others</u> racism, BLM, discrimination, sexism, homophobia, faith, culture, harassment, equality, trolling and online discrimination, fake news, radicalism.</p>	<p><u>Families and Friendships</u> (teachers won't teach these words but children may use these words when taking part in class discussions. All teachers will look at the DFE guidance to ensure they understand the correct definition.) civil partnership, marriage, living together, respect, love, differences, Transgender , cis-gender , Homosexual , Heterosexual , Bisexual , Pansexual , Asexual</p> <p><u>Safe Relationships</u> pressure, dares, collective responsibility, online challenges, consent and permission.</p> <p><u>Respecting ourselves and others</u> respect, opinion, right, wrong, challenge, role models, online discussion, BLM, Coronavirus, exam results, balanced debate, fake news.</p>	

<u>Living in the wider world</u>						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
Children talk about past and present events in their own lives and in the lives of family	<u>Belonging to a community</u> Understand what rules are, why they are needed for different	<u>Belonging to a community</u> Know how people and other living things have different	<u>Belonging to a community</u> Recognise reasons for rules and laws; consequences of not	<u>Belonging to a community</u> Understand the importance of having compassion towards	<u>Belonging to a community</u> Know the importance of having compassion towards others;	<u>Belonging to a community</u> Learn about diversity: what it means; the benefits of living in a

<p>members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>situations</p> <p>Understand how people and other living things have different needs and the responsibilities of caring for them</p> <p>Understand what they can do to help look after their environment</p> <p><u>Media literacy and Digital resilience</u></p> <p>Know how the internet and digital devices can be used safely (Searching for something and communication)</p> <p>Learn about the role of the internet in everyday life</p> <p><u>Money and Work</u></p> <p>Understand that everyone has different strengths</p> <p>Identify different jobs that people they know or people who work in the community do</p> <p>Understand some of the strengths and interests someone might need to do different jobs</p>	<p>needs; about the responsibilities of caring for them</p> <p>Learn about the different groups they belong to</p> <p>Recognise the different roles and responsibilities people have in their community</p> <p>Recognise the ways they are the same as, and different to, other people</p> <p><u>Media literacy and Digital resilience</u></p> <p>Understand the role of the internet in everyday life</p> <p>Understand that not all information seen online is true</p> <p><u>Money and Work</u></p> <p>Understand what money is; forms that money comes in; that money comes from different sources</p> <p>Recognise that people make different choices about how to save and spend money</p> <p>Learn about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>Understand that money needs to be looked after; different ways of doing this</p> <p>Recognise that jobs help people to earn money to pay for things</p>	<p>adhering to rules and laws</p> <p>Recognise there are human rights, that are there to protect everyone</p> <p>Recognise the relationship between rights and responsibilities</p> <p><u>Media literacy and Digital resilience</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p><u>Money and Work</u></p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>Identify that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>Learn about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Recognise some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<p>others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Recognise the different groups that make up their community; what living in a community means</p> <p>Learn to value the different contributions that people and groups make to the community</p> <p><u>Media literacy and Digital resilience</u></p> <p>Recognise some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><u>Money and Work</u></p> <p>Understand the different ways to pay for things and the choices people have about this</p> <p>Recognise that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Understand that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p><u>Media literacy and Digital resilience</u></p> <p>Understand how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>Learn how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p><u>Money and Work</u></p> <p>Understand stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Learn about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>	<p>diverse community; about valuing diversity within communities</p> <p>Understand stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>Know about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Learn about discrimination: what it means and how to challenge it</p> <p><u>Media literacy and Digital resilience</u></p> <p>Understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Recognise some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>Understand how text and</p>
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Vocabulary						
	<p>Belonging to a community respect, living creatures, people, animals, other living things, care, responsibility, similarities, differences, understanding, empathy, green flag, recycling, plastic</p> <p>Media literacy and Digital resilience internet, browser, search engine, positives, negatives, safety, communication,</p> <p>Money and Work</p>	<p>Belonging to a community same, different, community, faith, hobbies, teams, rights & responsibilities, inclusion, equal, empathy,</p> <p>Media literacy and Digital resilience fake news, trusted, news, games, entertainment, tablet, laptop, phone, chromebook, device, true, false</p> <p>Money and Work income, work, job, pension,</p>	<p>Belonging to a community responsibility, right, human rights, protection, law, court, police, jail, rehabilitation, UN Convention on rights of the child.</p> <p>Media literacy and Digital resilience images, content, inappropriate, worry, fake news, accurate, inaccurate, trolling and memes, age appropriate content</p> <p>Money and Work</p>	<p>Belonging to a community community, school, wider area, volunteers, compassion, empathy, responsibility, benefit, organisations.</p> <p>Media literacy and Digital resilience digital footprint, cookies, analytics, adverts, search engine, tracking, privacy settings.</p> <p>Money and Work budget, needs & wants, cash,</p>	<p>Belonging to a community climate change, plastics, global warming, globalisation, waste, recycling, resources, finite, infinite, responsibility, environment, extinction rebellion</p> <p>Media literacy and Digital resilience media, fake news, trusted, news, games, entertainment, advertisement, digital footprint, cookies, tracking, privacy settings.</p>	<p>Belonging to a community prejudice, BLM, homophobia, sexism, equalities act, radicalism, faith, gender, ethnicity, disability.</p> <p>Media literacy and Digital resilience manipulation, filters, faked, altered, sharing, inappropriate content, like, emotions, trust, media, image, sources</p> <p>Money and Work want, need, value, critical</p>

	employed, unemployed, retired, interests, hobbies, strength, weakness, career, vocation, community, help, caring, differences, dreams, ambitions, manual, white collar, professional, artist	allowance, pocket money, coin, note, electronic, phone, debit/credit card, bank, need, want, tax, spend, save, invest. essential, non-essential	gender stereotypes, charity work, paid work, multiple jobs, full time, part time, 0 hours contracts, role models STEM, teamwork, achievements, setting goals.	cards, e-payments, spending habits, charities, contactless, apple pay, visa debit/credit, charity, debt, overdraft bank loans, bank charges , agreed overdraft limit, scams	Money and Work college, university, apprenticeship, stereotypes, pay, working conditions, strengths, qualities, family influence, ambition, career, future	consumer, credit, loan, well-being, mortgage, gambling, scam, overdraft, savings, fraud, debt, risk
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Health & Wellbeing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
<p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully including dressing and going to the toilet independently.</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences.</p>	<p><u>Physical Health and Mental wellbeing</u> Understand what keeping healthy means; different ways to keep healthy</p> <p>Learn about foods that support good health and the risks of eating too much sugar</p> <p>Recognise how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Learn simple hygiene routines that can stop germs from spreading</p> <p>Understand how to keep safe in the sun and protect skin from sun damage</p> <p>Understand different ways to play and learn; recognising the importance of knowing when to take a break from time online or TV</p> <p>Learn about the people who help us to stay physically healthy</p> <p><u>Growing and changing</u> Understand different feelings</p>	<p><u>Physical Health and Mental wellbeing</u> Understand why sleep is important and different ways to rest and relax</p> <p>Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Understand the importance of dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>Learn about ways of sharing feelings; a range of words to describe feelings</p> <p>Understand things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Know different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>Recognise when they need help</p>	<p><u>Physical Health and Mental wellbeing</u> Recognise how to make informed decisions about health and the elements of a balanced, healthy lifestyle</p> <p>Know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Understand what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Understand how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p>	<p><u>Physical Health and Mental wellbeing</u> Learn about the elements of a balanced, healthy lifestyle</p> <p>Know what good physical health means; how to recognise early signs of physical illness</p> <p>Understand how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p><u>Growing and changing</u> Know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Know about personal identity;</p>	<p><u>Physical Health and Mental wellbeing</u> Understand how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Understand how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p><u>Growing and changing</u> Learn about personal identity: what contributes to who we are</p>	<p><u>Physical Health and Mental wellbeing</u> Understand the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>Understand that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>Recognise strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Recognise that anyone can experience mental ill health; that most difficulties can be</p>

<p>that humans can experience</p> <p>Recognise and name different feelings</p> <p>Understand how feelings can affect people's bodies and how they behave</p> <p>Recognise what others might be feeling</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Recognise what makes them special</p> <p>Recognise the ways in which we are all unique</p> <p>Identify what they are good at, what they like and dislike</p> <p>Understand how to manage when finding things difficult</p> <p>Keeping Safe Learn about rules and age restrictions that keep us safe</p> <p>Understand basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p>	<p>with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Growing and changing Understand change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Understand how we grow and change from young to old and how people's needs change</p> <p>Keeping Safe Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Understand that household products (including medicines) can be harmful if not used correctly</p> <p>Recognise ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>Recognise the people whose job</p>	<p>Recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>Have a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>Growing and changing Recognise their individuality and personal qualities</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Understand how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Keeping Safe Recognise how to predict, assess and manage risk in different situations</p> <p>Identify hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Know strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Recognise their individuality and personal qualities</p> <p>Keeping Safe Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H38. how to predict, assess and manage risk in different situations</p> <p>Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p>	<p>(e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>Understand that for some people gender identity does not correspond with their biological sex</p> <p>Identify the external genitalia and internal reproductive organs in males and females</p> <p>Understand the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>Know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Know where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Keeping Safe Understand how to predict, assess and manage risk in different situations</p> <p>Know what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Understand how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p>	<p>resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Learn about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>Know problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Growing and changing Apply problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>Understand the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>Know about the new opportunities and responsibilities that increasing independence may bring</p> <p>Recognise strategies to manage transitions between classes and key stages</p> <p>Keeping Safe Understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and</p>
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		<p>it is to help keep us safe</p> <p>Know what to do if there is an accident and someone is hurt and how to get help in an emergency (how to dial 999 and what to say)</p>				<p>online gaming</p> <p>Know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Recognise the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>Recognise the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p> <p>Recognise that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be</p>
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						at risk
Vocabulary						
	<p><u>Physical Health and Mental wellbeing</u> sleep, diet, medicine, vaccination, dentist, brush, routine, big feelings, calm, anger, allergies, death, bereavement, tooth decay, cavities</p> <p><u>Growing and changing</u> happy, sad, ecstatic, hurt, angry, worried, anxious, hopeful, elated, mad, rage, teacher, parent, unique, special, likes, dislikes.</p> <p><u>Keeping Safe</u> restrictions, age appropriate, online safety, rules, TV, film, games, online, scared, worried, anxious, trusted adult.</p>	<p><u>Physical Health and Mental wellbeing</u> sleep, diet, medicine, vaccination, dentist, brush, routine, big feelings, calm, anger, allergies, death, bereavement, tooth decay, cavities</p> <p><u>Growing and changing</u> penis, testicles, vulva, vagina, genitalia, baby, toddler, child, adolescent, adult, elderly, opportunities, school, university, job, children, goal, responsibility, adapting</p> <p><u>Keeping Safe</u> 999, police, ambulance, fire, safe, poisoning, overdose, electrocute, burn, scald, overdose, drown, drug</p>	<p><u>Physical Health and Mental wellbeing</u> food, exercise, healthy, unhealthy, activity, tooth decay, physical health and mental health, balanced diet, feelings, emotions</p> <p><u>Growing and changing</u> individual, unique, identity, strengths, weaknesses, interests, challenges, strategies, resilience</p> <p><u>Keeping Safe</u> risk, fire, water, electric, smoke alarm, home, school, wider environment, crossing road, hazards, rules</p>	<p><u>Physical Health and Mental wellbeing</u> exercise, meditation, healthy diet, yoga, heart rate, blood pressure, temperature, peak flow, doctor, hospital, dentist, oral hygiene, brushing, flossing, fizzy drinks, fruit juices, smoking</p> <p><u>Growing and changing</u> hobbies, culture, faith, family, race, sex, gender, individuality growing, maturing,</p> <p><u>Keeping Safe</u> legal, illegal, alcohol, medicines, side effects, addiction, habit, risks, vaping, e-cigarette, cigarettes, household products, gas canisters, glue.</p>	<p><u>Physical Health and Mental wellbeing</u> Covid 19, bacteria, virus, pathogen, allergies, vaccination, immunisation, hygiene, social distancing, factor 50+, suncream, skin damage, UVA rays.</p> <p><u>Growing and changing</u> vulva, vagina, penis, testicles, erection, wet dream, period, menstruation, emotional changes, tampon, sanitary towel</p> <p><u>Keeping Safe</u> bruises, scalds, burns, bleeds, (cuts or nose bleeds) asthma attacks, allergic reactions, choking, unresponsiveness.</p>	<p><u>Physical Health and Mental wellbeing</u> change, loss, bereavement, grief, anxiety, depression, unhappy, support, online health, trolling, social media, tiktok, facebook, instagram, twitter</p> <p><u>Growing and changing</u> womb, ovary, eggs, sperm, fertilisation, sexual intercourse, consent, pregnancy, twins, contraception, condom, pill, parent and responsibility, transition, fears, relationships, new friends, goodbyes, maturity.</p> <p><u>Keeping Safe</u> drugs, legal and illegal, legal highs, alcohol, tobacco, nicotine, vaping, text, sexting, illegal images, laws. FGM law, risk, unnecessary and acceptable.</p>

Relationship & Sex Education - In isolation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge						
	<p><u>My Special People</u> Know what a special person is</p> <p>Identify people special to them</p> <p>Know what makes people special</p> <p>Know about friendship</p>	<p><u>Growing Up</u> Know things change as they grow</p> <p>Know about the human life cycle</p> <p>Know how babies change</p> <p>Know that people need different things compared</p>	<p><u>What makes a good friend?</u> Know different types of Friendship</p> <p>Understand why friendship is important</p> <p>Know the qualities of a good friend</p>	<p><u>Falling out with friends</u> Understand that sometimes friends fall out</p> <p>Know how to prevent an argument</p> <p>Know how to mend a friendship</p>	<p><u>Time to Change</u> Know and label male and female body parts</p> <p>Know that puberty is about changes</p> <p>Know about changes in boys during puberty</p> <p>Know about changes in girls</p>	<p><u>Puberty - Change and becoming independent</u> Know about physical and emotional changes in Puberty</p> <p><u>Positive and Healthy Relationships</u> Know about different types relationships</p> <p>know what makes a positive,</p>

<p>Understand that special people care for each other</p> <p>Know how special people care for each other.</p> <p>Know that thank you is an important thing to say to special people</p>	<p>to babies</p> <p>Know about responsibilities now and in the future</p> <p><u>Everybody's Body</u></p> <p>Know animals can be male or female</p> <p>Know that boys and girls' bodies have similarities and differences</p> <p>Know and label male and female body parts</p>	<p>Know how to maintain a good friendship</p> <p>Describe the qualities of a good friend</p>			<p>during puberty Personal Hygiene</p> <p>Know that hygiene is important</p> <p>Know that during puberty certain parts of the body need to be kept clean</p> <p>Know which products to buy to keep clean</p> <p><u>Menstruation and Wet Dreams</u></p> <p>Know about the menstrual cycle</p> <p>Know about wet dreams emotions</p> <p>Know about different feeling and emotions during puberty</p> <p>Understand that feelings will include highs and lows</p> <p>Know about crushes</p> <p>Develop strategies to manage feelings with support</p>	<p>healthy relationship</p> <p>know that respect is important in all relationships</p> <p><u>How a baby is made</u></p> <p>Recognise and know about the male and female reproductive organs</p> <p>Use keywords linked to reproduction</p> <p>Know the process involved in fertilisation</p> <p>Know what needs to be considered before a couple decide to have a baby</p>
<p>Vocabulary</p>						
<p>Special, care, family, mum, dad, grandparents, (or other associated names), brother, sister, happy, friend</p>	<p><u>Growing up</u></p> <p>Change, cycle, baby, child, adult, grow</p> <p><u>Everybody's Body</u></p> <p>Grow, change, similarities, similar, differences, different, vagina, vulva, penis, testicles, bottom</p>	<p><u>What makes a good friend?</u></p> <p>Family, friend, friendship, group, neighbour, care, respect</p>	<p><u>Falling out</u></p> <p>Falling out, disagreement, conflict, argument, problem, solve, solution, resolution</p>	<p><u>Time to change</u></p> <p>Puberty, physical, grow, mature, child, teenager, adult, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple</p> <p><u>Hygiene</u></p> <p>Hygiene, clean, cleanliness, sweat, body odour, spots, periods, sanitary, tampon</p>	<p><u>Puberty - Recap</u></p> <p>Puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future</p> <p><u>Change and becoming independent</u></p> <p>Change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence</p> <p><u>Positive and healthy relationships</u></p>	

Subject Specific Progression Map

						<p>Relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, Responsibilities</p> <p>How babies are made Love, respect, consent, commitment, woman, man, human, reproduction, sex, sexual intercourse, fertilised, sperm, ovum, penis, vagina, fallopian tubes, pregnancy, baby, foetus, uterus, womb, contraception</p>
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