PSHE and Relationships and Health Education Progression of knowledge and skills

Relationships and Health Education Statutory Guidance objectives (Protected Characteristics)	**Relationships Education** **By the end of primary school, children should know:** Families and people who care for me • that families are important for children growing up because they can give love, security and stability. • 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. • that others' 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. • 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. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. (race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment) Caring Relationships • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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. (race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment) Respectful Relationships • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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. • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults. (race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment) Online Relationships • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. (race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment) Being Safe • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. (race, disability, sex, age, religion or belief, sexual orientation, gender re-assignment)

Autumn: Living In The Wider World Twinkl Units One World Money Matters Aiming High Diverse Britain		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Belonging to a Community	0-3 To establish a sense of self. To express preferences and decisions. They also try new things and start establishing their autonomy. To feel strong enough to express a range of emotions. To grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. To be increasingly able to talk about and manage their emotions. 3-4 To show more confidence in new social situations.	Reception To see themselves as a valuable individual. To show resilience and perseverance in the face of challenge. ELG To be confident to try new activities and show independence, resilience and perseverance in the face of challenge. To explain the reasons for rules, know right from wrong and try to behave accordingly. To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	To understand why we have different rules to follow in different situations. To understand that different people have different needs. To understand that we care for people, animals and other living things in different ways. To understand how we can help to look after the environment.	To understand about being a part of different groups, and the roles involved. To learn about different rights and responsibilities that we have in school and the wider community. To understand how a community can help people from different groups feel included.	To discuss the reasons for rules and laws in wider society. To understand the importance of abiding by the law and what might happen if rules and laws are broken. To understand what human rights are and how they protect people. To identify basic examples of human rights including the rights of children. To understand that we have rights and also responsibilities and that with every right there is also a responsibility.	To recognise that we belong to different communities. To understand that different individuals and groups help the local community. To understand how to show compassion towards others in need and the shared responsibilities if caring for them	To understand the importance of protecting the environment and how everyday actions can either support or damage it. To understand how to show compassion for the environment, animals and other living things. To express their own opinions about their responsibility towards the environment.	To differentiate between prejudice and discrimination. To find strategies to safely respond to and challenge discrimination. To understand how stereotypes are perpetuated and how to challenge this
	Media Literacy and Digital Resilience			To understand how and why people use the internet. To understand the benefits of using the internet and	To understand the ways in which people can access the internet. To recognise the purpose and	To recognise the reliability of things online. To evaluate what is age appropriate and how to make	To understand that everything shared online has a digital footprint and that organisations can use personal information to	To identify different types of media, their different purposes and how they target their audience.	To understand how and why images online might be manipulated, altered, or faked.

				digital devices. To understand how we can communicate safely online. To know about the benefits of rationing time spent online.	value of the internet in everyday life. To understand that information online might not always be true. To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices.	safe, reliable choices online. To know how to report something seen or experienced online that is a concern. To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own mental and physical wellbeing.	encourage people to buy things. To understand how data is shared and used. To recognise what online adverts look like. To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	To know some basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased. To recognise unsafe or suspicious content online. To know about the benefits of rationing time spent online and the risks of excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	To understand how online content can be designed to manipulate people's emotions and encourage them to read or share things. To know how to recognise what is appropriate to share online. To know how to report inappropriate online content or contact. To understand the reasons why some media and online content is not appropriate for children.
	Money and Work			To know about different jobs and the work people do. To understand that everyone has different strengths. To know about how different strengths and interests are needed to do different jobs. To know about people whose job it is to help us in the community.	To know what money is and its different forms and ways for paying for things. To understand how money can be kept and looked after. To know how to recognise the difference between needs and wants. To know how people make choices about spending	To understand and challenge stereotypes related to work. To know about some of the skills needed to do a job. To set achievable goals.	To understand how people make different spending decisions based on their budget, values and needs. To know how to keep track of money and why it is important to know how much is being spent. To know about different ways to pay for things such as cash, cards, e-payment	To identify the types of jobs we could do in the future. To know about stereotyping in the workplace, its impact and how to challenge it. To know that there are a variety of routes into work	To learn about common risks, including those associated with money. To understand how money can be gained or lost

					money, including thinking about needs and wants.		and the reasons for using them. To understand that how people spend money can have positive or negative effects on others		

Spring: Relationships Twinkl Units Be Yourself VIPs TEAM Digital Wellbeing		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Families and Friendships	0-3 To engage with others through gestures, gaze and talk. To use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. To look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. To play with increasing confidence on their own and with other children, because they know their key person is nearby and available. To feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. To notice and ask questions about differences, such as	Reception To build constructive and respectful relationships. To think about the perspectives of others. ELG To work and play cooperatively and take turns with others. To form positive attachments to adults and friendships with peers. To show sensitivity to their own and to others' needs	To learn about the special people in our lives and how we care for one another To describe the different ways special people care for us and to recognise how we can care for them in return To understand that all families are different and consist of various family members.	To understand how to be a good friend To understand strategies for positive play with friends	To recognise and respect that there are different types of families 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 To identify if/when something in a family might make someone upset or worried	To learn about the features of positive healthy friendships such as mutual respect, trust and sharing interests To find strategies to build positive friendships To understand how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone you don't know	To find strategies to help someone feel included To understand peer pressure and strategies to manage it To develop strategies to positively resolve disputes and reconcile differences in friendships	To learn about the qualities of healthy relationships To understand that people who love each other can be any gender, ethnicity or faith To understand that people have the right to choose whom they marry or whether to get married
	Safe Relationships			To know 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	To understand how to resist pressure to do something that feels uncomfortable or unsafe To know how to ask for help if I feel unsafe or worried	To know what is appropriate to share with friends, classmates, family and wider social groups, including online To know about what privacy	To know what to do or who to tell if you are worried about any contact online To differentiate between playful teasing, hurtful	To know how it feels in a person's mind and body when they are uncomfortable To identify what physical touch is acceptable,	To know how to get advice and report concerns about personal safety, including online To know how to assess the risk of different online

		skin colour, types of hair, gender, special needs and disabilities, and so on. To develop friendships with other children. 3-4 To become more outgoing with unfamiliar people, in the safe context of their setting. To play with one or more other children, extending and elaborating play ideas. To begin to understand how others might be feeling		people feel and how to respond if being touched makes you feel uncomfortable or unsafe To understand what kind and unkind behaviour means in and out of school	and what vocabulary to use To recognise hurtful behaviour and who to tell if is experienced To know how to resist pressure to do something that feels uncomfortable or unsafe To know how to ask for help if they feel unsafe or worried and what vocabulary to us	and personal boundaries are, including online To know basic strategies to help keep yourself safe online	behaviour and bullying, including online To recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable and how to manage pressures associated with dare	unacceptable, wanted or unwanted in different situations To know how to respond to unwanted or unacceptable physical contact	'challenges' and 'dares' To find strategies to respond to pressure from friends including online To compare the features of a healthy and unhealthy friendship To know how to get advice and report concerns about personal safety, including online To understand what consent means and how to not give permission in different situations
	Respecting ourselves and others			To understand how kind and unkind behaviour can make people feel To learn about what respect means To be polite and respectful	To understand how friends can have both similarities and differences To understand how to share your ideas and listen to others, take part in discussions, and give reasons for your views	To understand that bullying and hurtful behaviour is unacceptable in any situation and about the effects and consequences of bullying for the people involved To recognise and model respectful behaviours To understand what it means to treat others, and be treated, politely and with respect	To understand when it is right to keep or break a confidence or share a secret To understand the importance of respecting the differences and similarities between people To recognise differences between people and respect those difference	To recognise that everyone should be treated equally To understand 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	To know about the link between values and behaviour and how to be a positive role model To know how to discuss issues respectfully and how to listen to and respect other points of view To know how to constructively challenge points of view they disagree with, including online

Summer: Health and Well – Being Twinkl Units It's My Body Safety First Growing Up Think Positive		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Physical Health and Mental Wellbeing	0-3 To find ways to calm themselves, through being calmed and comforted by their key person. To find ways of managing transitions, for example from their parent to their key person. To thrive as they develop self-assurance. To begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. To safely explore emotions beyond their normal range through play and stories. To talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..." 3-4 To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. To develop their sense of responsibility and membership of a community. To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas	Reception To select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. To develop their sense of responsibility and membership of a community. To help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. To increasingly follow rules, understanding why they are important. To not always need an adult to remind them of a rule. To develop appropriate ways of being assertive. Talk with others to solve conflicts. To talk about their feelings	To understand ways to take care of ourselves on a daily basis To know about healthy and unhealthy foods. To know about physical activity and how it keeps people healthy To know how to keep safe in the sun	To understand why sleep and rest are important for growing and keeping healthy To understand the importance of, and routines for, brushing teeth and visiting the dentist To know how to manage big feelings including those associated with change, loss and bereavement To know when and how to ask for help, and how to help others, with their feelings	To identify healthy and unhealthy choices, including sleep To understand the choices that people make in daily life that can affect their health To understand what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally To know that regular exercise has positive benefits for mental and physical health To find strategies to identify and talk about feelings To know about some of the different ways people express feelings	To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally, including not feeling isolated or lonely To understand that common illnesses can be quickly and easily treated with the right care. To know how to maintain oral hygiene and dental health, including how to brush and floss correctly To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	To understand how sleep contributes to a healthy lifestyle To know some healthy sleep strategies and how to maintain them To know about the benefits of being outdoors and in the sun for physical and mental health To know how to manage risk in relation to sun exposure To understand that some diseases can be prevented by vaccinations and immunisations To know how we can prevent the spread of bacteria and viruses with everyday hygiene routines	To understand that mental health is just as important as physical health and that both need looking after and how to access support if needed To understand that there are positive strategies for managing feelings To know about the process of grieving and how grief can be expressed To know about strategies that can help someone cope with the feelings associated with change or loss To know what to do and whom to tell if they are frightened or worried about something they have seen online
	Growing and Changing			To recognise how we are the same and different to others To know how to manage and who to tell when things are	To know about the human life cycle and how people grow from young to old To understand how our needs and bodies change as we grow	To recognise that everyone is an individual and has unique and valuable contributions to make To recognise how strengths	To know about the physical and emotional changes during puberty To use scientific vocabulary for external male and female	To know that for some people their gender identity does not correspond with their biological sex To know what makes us	To know about the transition to secondary school and how this may affect their feelings To understand the physical

		To increasingly follow rules, understanding why they are important. To not always need an adult to remind them of a rule. To develop appropriate ways of being assertive. To talk with others to solve conflicts. To talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity and toothbrushing	using words like 'happy', 'sad', 'angry' or 'worried'. To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. To make healthy choices about food, drink, activity and toothbrushing	difficult or go wrong To recognise feelings in ourselves and others To know how feelings can affect how people behave	up To identify and name the main parts of the body including external genitalia To prepare to move to a new class and set goals for themselves	and interests form part of a person's identity To know how to identify our own personal strengths and interests and what we're proud of (in school, out of school) To recognise common challenges to self – worth To know basic strategies to manage and reframe setback	body parts/genitalia To understand key facts about puberty for boys and girls To understand the importance of personal hygiene routines during puberty To know how to discuss the challenges of puberty with a trusted adult To know how to get information, help and advice about puberty	mentally healthy To know how feelings and emotions are affected and can be managed at changing, challenging or difficult times To know how to recognise, respect and express our individuality and personal qualities To learn about menstrual wellbeing, including key facts about menstrual wellbeing (to be taught in Science).	and emotional changes that occur during puberty and how to manage these To know the key facts about puberty and the changing adolescent body To understand our new roles and responsibilities as we grow up To recognise early signs of physical illness, such as weight loss or unexplained changes to the body
	Keeping Safe			To recognise how we are the same and different to others To know how to manage and who to tell when things are difficult or go wrong To recognise feelings in ourselves and others To know how feelings can affect how people behave	To know about the human life cycle and how people grow from young to old To understand how our needs and bodies change as we grow up To identify and name the main parts of the body including external genitalia To prepare to move to a new class and setting goals for next year	To recognise 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 To know how to identify our own personal strengths and interests and what we're proud of (in school, out of school) To recognise common challenges to self – worth To know basic strategies to manage and reframe	To know about the physical and emotional changes during puberty To use scientific vocabulary for external male and female body parts/genitalia To understand key facts about puberty for boys and girls To understand the importance of personal hygiene routines during puberty To know how to discuss the challenges of puberty with a trusted adult To how to get information,	To know that for some people their gender identity does not correspond with their biological sex To know what makes us mentally healthy To know how feelings and emotions are affected and can be managed at changing, challenging or difficult times To know how to recognise, respect and express our individuality and personal qualities To learn about menstrual wellbeing, including key facts	To know about the transition to secondary school and how this may affect their feelings To understand the physical and emotional changes that occur during puberty and how to manage these To know the key facts about puberty and the changing adolescent body To understand our new roles and responsibilities as we grow up To recognise early signs of physical illness, such as weight loss or unexplained

						setback	help and advice about puberty	about menstrual wellbeing (to be taught in Science).	changes to the bod

To deliver our PSHE curriculum we use the Twinkl PSHE scheme of work which is fully in line with the PSHE Association Programme of Study and meets the 2019 Guidance for Statutory Relationships Education.

PSHE Units

Term		Autumn		Spring		Summer	
PSHE Theme		Living In The Wider World		Relationships		Health & Wellbeing	
Twinkl Unit	Cycle B 2023-2024	One World	Money Matters	Be Yourself	VIPs	It's My Body	Safety First
	Cycle A 2024-2025	Aiming High	Diverse Britain	TEAM	Digital Wellbeing	Growing Up	Think Positive

No-Outsiders in our school lessons on Equality – Two lessons per term

	Autumn	**Spring**	**Summer**
	Living In The Wider World	**Relationships**	**Health & Wellbeing**
EYFS	To Say What I think To understand that it's ok to like different things	To make friends with someone different To understand that all families are different	To celebrate my family
Year 1/ 2 Cycle B	To like the way I am To understand that we share the World with lots of people	To recognise that people are different ages To play with boys and girls	To understand that our bodies work in different ways Review British values- why are they important?

Year 1/ 2 Cycle A	To understand what diversity is To understand how we share the world	To understand what makes someone feel proud To be able to work with everyone in my class	To feel proud of being different British values- What do they mean to me?
Year 3/ 4 Cycle B	To understand how difference can affect someone To understand what discrimination means	To find a solution to a problem To use strategies to help someone who feels different	To be welcoming Review British values- why are they important?
Year 3/ 4 Cycle A	To know when to be assertive To overcome language as a barrier	To ask questions To understand why people choose to get married	To be who you want to be British values- What do they mean to me?
Year 5/6 Cycle B	To learn from our past To justify my actions	To recognise when someone needs help To accept people who are different from me	To appreciate artistic freedom British Values- Why are they important?
Year 5/6 Cycle A	To promote diversity To stand up to discrimination	To challenge the causes of racism To recognise my freedom	To consider how life may change as I grow up British values- What can we do at school to show we share the values of Britain?