



Progression of skills and knowledge				Me and My Relationships		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried. 	<ul style="list-style-type: none"> • Understand that classroom rules help everyone to learn and be safe • Explain their classroom rules and be able to contribute to making these • Identify a range of feelings and discuss how these feelings might make us behave • Suggest strategies for someone experiencing 'not so good' feelings to manage these • Recognise how others might be feeling by reading body language/ facial expressions • Recognise that people's bodies and feelings can be hurt • Suggest ways of dealing with 	<ul style="list-style-type: none"> • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two • Identify situations as to whether they are incidents of teasing or bullying • Recognise that friendship is a special kind of relationship • Identify some of the ways that good friends care for each other • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) <p>Explain where someone could get help if they were being upset by someone else's behaviour</p>	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them • Understand that these feelings are normal and a way of dealing with the situation • Identify people who they have a special relationship with • Suggest strategies for maintaining a positive relationship with their special people 	<ul style="list-style-type: none"> • Explain what we mean by a 'positive healthy relationship' • Describe some qualities they admire in others • Recognise times and describe appropriate strategies for saying 'No' to a friend • Demonstrate feelings through facial expressions and body language • Recognise feelings can change with further information • Suggest strategies to respond to bullying • Understand who/where pressure to behave in an unacceptable, unhealthy or 	<ul style="list-style-type: none"> • Demonstrate how to respond to a wide range of feelings in others • Give examples of some key qualities of friendship • Reflect on their own friendship qualities • Identify what things make a relationship unhealthy • Identify who they could talk to if they needed help 	<ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships; • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach • List some assertive behaviours • Recognise peer influence and pressure • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure • Describe ways in which people show their commitment to each other • Know the ages at which a person can marry,



	<p>different kinds of hurt</p> <ul style="list-style-type: none">• Identify simple qualities of a good friendship• Suggest simple strategies for making up			<p>risky way may come from</p>		<p>depending on whether their parents agree</p> <ul style="list-style-type: none">• Understand that everyone has the right to be free to choose who and whether to marry• Recognise that some types of physical contact can produce strong negative feelings• Know that some inappropriate touch is also illegal
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Progression of skills and knowledge				Valuing Difference		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Be sensitive towards others and celebrate what makes each person unique. • Recognise that we can have things in common with others. • Use speaking and listening skills to learn about the lives of their peers. • Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation. 	<ul style="list-style-type: none"> • Identify the differences and similarities between people • Empathise with those who are different from them • Begin to appreciate the positive aspects of these differences • Explain the difference between unkindness, teasing and bullying • Understand that bullying is usually quite rare • Recognise and explain what is fair and unfair, kind and unkind • Suggest ways they can show kindness to others 	<ul style="list-style-type: none"> • Recognise and explain how a person's behaviour can affect other people • Recognise and describe acts of kindness and unkindness • Explain how these impact on other people's feelings • Suggest kind words and actions they can show to others • Show acts of kindness to others in school • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted) • Suggest strategies for dealing with a range of common 	<ul style="list-style-type: none"> • Recognise that there are many different types of family • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships' • Recognise the factors that make people similar to and different from each other • Recognise that repeated name calling is a form of bullying • Suggest strategies for dealing with name calling (including talking to a trusted adult) 	<ul style="list-style-type: none"> • The right to protect personal body space • Recognising that non-verbal signals can show how people feel when others are close to their body space • Suggest people they can talk to if they feel uncomfortable with people's actions towards them • Recognise and identify features of different types of relationships, e.g. close family, friends, acquaintances • Understand and identify stereotypes including those promoted in the media 	<ul style="list-style-type: none"> • Define some key qualities of friendship • Describe ways of making a friendship last • Explain why friendships sometimes end • Understand that the information we see online, either text or images, is not always true or accurate • Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them • Understand and explain the difference between sex, gender identity, gender expression and sexual orientation • Develop an understanding of discrimination and its injustice, and 	<ul style="list-style-type: none"> • Explain the difference between a friend and an acquaintance • Describe qualities of a strong, positive friendship • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative) • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences • Suggest strategies for dealing with bullying, as a bystander • Describe positive attributes of their peers • Demonstrate ways of showing respect to others,



		situations requiring negotiation skills to help foster and maintain positive relationships			describe this using examples <ul style="list-style-type: none">• Empathise with people who have been, and currently are, subjected to injustice, including through racism• Consider how discriminatory behaviour can be challenged	using verbal and non-verbal communication
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Progression of skills and knowledge				Keeping Myself Safe		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Talk about how to keep their bodies healthy and safe. • Name ways to stay safe around medicines. • Know how to stay safe in their home, classroom and outside. • Know age-appropriate ways to stay safe online. • Name adults in their lives and those in their community who keep them safe. 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen) • Recognise that exercise and sleep are important parts of a healthy lifestyle • Recognise emotions and physical feelings associated with feeling unsafe • Identify people who can help them when they feel unsafe • Name and know which parts should be private • Explain the difference between appropriate and inappropriate touch • Understand that they have the right to say “no” to unwanted touch 	<ul style="list-style-type: none"> • Identify situations in which they would feel safe or unsafe • Suggest actions for dealing with unsafe situations including who they could ask for help • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe • Identify safe secrets (including surprises) and unsafe secrets • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable 	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. 	<ul style="list-style-type: none"> • Describe stages of identifying and managing risk • Suggest people who can help manage risk • Understand we can be influenced both positively and negatively • Give examples of some consequences of behaving in a risky, unhealthy or unacceptable way 	<ul style="list-style-type: none"> • Recognise which situations are risky • Explore and share their views about decision making when faced with a risky situation • Suggest what someone should do when faced with a risky situation • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks • Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these 	<ul style="list-style-type: none"> • Identify strategies for keeping personal information safe online • Describe safe behaviours when using communication technology • Know that it is illegal to create and share sexual images of children under 18 years old • Explore the risks of sharing photos and films of themselves with other people directly or online • Know how to keep their information private online • Understand and give examples of conflicting emotions • Understand and reflect on how independence



Discuss who you can
trust and when to
ask for help

and responsibility
go together



Progression of skills and knowledge				Rights and Responsibilities		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. 	<ul style="list-style-type: none"> • Identify what they like about the school environment • Recognise who cares for and looks after the school environment • Demonstrate responsibility in looking after something (e.g. a class pet or plant) • Explain the importance of looking after things that belong to themselves or to others • Explain where people get money from • List some of the things that money may be spent on in a family home 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom • Explain, and be able to use, strategies for dealing with impulsive behaviour • Understand that people have choices about what they do with their money • Know that money can be saved for a use at a future time • Explain how they might feel when they spend money on different things 	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints • Identify people who are volunteers in the school community; • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. • Understand the terms 'income', 'saving' and 'spending'; 	<ul style="list-style-type: none"> • Explain how different people (school/ community) can help them stay healthy and safe • Define what is meant by 'being responsible' • Describe the various responsibilities of those who help them stay safe and healthy • Suggest ways they can help the people who keep them healthy and safe 	<ul style="list-style-type: none"> • Define the differences between responsibilities, rights and duties; • Discuss what can make them difficult to follow; • Identify the impact on individuals and the wider community if responsibilities are not carried out. • Define the terms loan, credit, debt and interest; • Suggest advice for a range of situations involving personal finance. 	<ul style="list-style-type: none"> • Know the legal age (and reason behind these) for having a social media account • Understand why people don't tell the truth and often post only the good bits about themselves, online • Recognise that people's lives are much more balanced in real life, with positives and negatives



Progression of skills and knowledge				Being My Best		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Feel resilient and confident in their learning. • Name and discuss different types of feelings and emotions. • Learn and use strategies or skills in approaching challenges. • Understand that they can make healthy choices. • Name and recognise how healthy choices can keep us well. 	<ul style="list-style-type: none"> • Recognise that they may have different tastes in food to others • Select foods from the Eatwell Guide in order to make a healthy lunch • Recognise which foods we need to eat more of and which we need to eat less of to be healthy • Understand how diseases can spread • Recognise and use simple strategies for preventing the spread of diseases • Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situations • Give and receive positive feedback, and 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process • Help themselves and others develop a positive attitude that support their wellbeing • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning • Understand that the body gets energy from food, water and oxygen • Recognise that exercise and sleep are 	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal. • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media. 	<ul style="list-style-type: none"> • Identify ways in which everyone is unique • Appreciate their own uniqueness • Recognise that there are times when they and their friends will make the same choices and others when they will choose differently 	<ul style="list-style-type: none"> • Describe 'star' qualities of celebrities as portrayed by the media • Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life • Describe 'star' qualities that 'ordinary' people have • Identify people who are responsible for helping them stay healthy and safe • Identify ways that they can help these people 	<ul style="list-style-type: none"> • Recognise what risk is • Explain how a risk can be reduced • Understand risks related to growing up and explain the need to be aware of these • Assess a risk to help keep themselves safe



	<p>experience how this makes them feel</p>	<p>important to health</p> <ul style="list-style-type: none">• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)• Describe how food, water and air get into the body and blood				
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Progression of skills and knowledge				Growing and Changing		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe. 	<ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help 	<ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information 	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different 	<ul style="list-style-type: none"> Name positive and negative feelings Understand how puberty has emotional as well as physical impact Suggest why young people may fall out with parents Role play how to compromise Identify parts of the body that males + females have in common and are different Know the correct terms for their genitalia Understand and explain why puberty happens Know the key facts of the menstrual cycle Understand that periods are a normal part of puberty for girls Identify some way to cope better with periods 	<p>Puberty</p> <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these Explain strategies they can use to build resilience Know the correct words for the external sexual organs Discuss some of the myths associated with puberty Recognise that some people can get bullied because of the way they express their gender Give examples of how bullying 	<ul style="list-style-type: none"> Understand that fame can be short-lived Recognise that photos can be changed to match society's view of perfect Identify qualities that people have, as well as their looks Define what is meant by the term stereotype Recognise how the media can sometimes reinforce gender stereotypes Recognise that people fall into a wide range of what is seen as normal Challenge stereotypical gender portrayals of people Define the word 'puberty' giving examples of some of the physical and emotional



	<p>from in a bullying situation</p> <ul style="list-style-type: none">• Explain the difference between a secret and a nice surprise• Identify situations as being secrets or surprises• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep		<p>surprises and secrets might make them feel;</p> <ul style="list-style-type: none">• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	<ul style="list-style-type: none">• Define terms 'secret' and 'surprise', know the difference between a safe/unsafe secret• Recognise how surprises/secrets make them feel• Know who can help if a secret made them feel uncomfortable• Understand marriage is a commitment to be made freely not against will• Recognise marriage includes same and opposite sex partners• Know legal age for marriage (England and Scotland)• Discuss reasons for marriage, living together, civil ceremony	<p>behaviours can be stopped</p> <ul style="list-style-type: none">• Understand what kinds of touch are acceptable or unacceptable• Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch	<p>changes associated with it</p> <ul style="list-style-type: none">• Suggest strategies that would help someone who felt challenged by the changes in puberty• Understand what FGM is and that it is an illegal practice in this country• Know where someone could get support if they were concerned about their own or another person's safety• Identify the changes that happen through puberty to allow sexual reproduction to occur• Know a variety of ways in which the sperm can fertilise the egg to create a baby• Know the legal age of consent and what it means
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