



ELG:

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

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

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

National Curriculum:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

EARLY YEARS		
Skills and Knowledge	Vocabulary	Arriving in Year 2 able to...
<p><u>PERSONAL AND SOCIAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> To develop a positive sense of themselves and others. To form positive relationships and develop respect for others. To develop social skills and learn how to manage their feelings. To understand appropriate behaviour in groups. 	<p>Like, not like, love, happy, sad, angry, upset, scared, rules, friend, share, sorry, family, same, different, see, hear, smell, taste and feel.</p>	<ul style="list-style-type: none"> Can they try new activities and say why they like some more than others? Can they talk confidently in a familiar group? Can they talk about their ideas and collect the resources that they need? Can they say when they do and do not need help?



To have confidence in their own abilities.

UNDERSTANDING OF THE WORLD

- To make sense of their physical world.
- To make sense of their community.
- To use opportunities to observe and explore.

To find out about people, places, technology and the environment.

- Can they discuss how they and others show their feelings?
- Can they talk about their own and other's behaviour and know which behaviour is unacceptable?
- Can they work as part of a group or the class and follow the rules?
- Can they adjust their behaviour to the situation and take a change in routine in their stride?
- Can they play co-operatively and take turns with others?
- Can they take other's ideas into account when organising an activity?
- Can they talk about past and present events in their own lives and in the lives of family members?
- Can they understand that other children do not always like the same things?
- Can they understand the similarities and differences between themselves and others, among families, communities and traditions?
- Can they understand the similarities and differences in relation to places, objects, materials and living things?
- Can they talk about the features of their own immediate environment and how environments vary from one another?



		<ul style="list-style-type: none"> • Can they make observations of animals and plants and explain why some things occur, and talk about changes? • Can they recognise that a range of technology is used in places such as school and home?
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Year 1 Progression Overview		
Skills and Knowledge	Vocabulary	Arriving in Year 2 able to...
<p><u>RELATIONSHIPS</u></p> <p>Families and Friendships To understand the roles of different people To know that there are different types of families To understand they should feel cared for and should care for others</p> <p>Safe relationships To understand what privacy means. To explain what they might need permission for. To know how to stay safe</p> <p>Respecting ourselves and others To understand that their behaviour affects others To know how to be polite and respectful.</p> <p>LIVING IN THE WIDER WORLD</p> <p>Belonging to a community To understand what rules are and why we follow them.</p>	<p>Friends, teachers, parents, sibling, grandparents, relatives, families, similar, different feelings, help, private, uncomfortable, safe, unsafe, permission</p> <p>behaviour, school, kind, feelings, respect, polite, rules, sharing</p> <p>Rules, care, environment, recycling, differences</p> <p>Internet, digital, devices, safety, online</p> <p>Strengths, interests, community, jobs, work</p> <p>Healthy, hygiene, care, unhealthy, balance, safe</p>	<p>Can they describe how families might be different?</p> <p>Can they identify how people care for them and how they care for the environment?</p> <p>Can they explain what privacy means and explain what they might need permission for?</p> <p>Can they describe how their behaviour might affect others and explain how they can be polite and respectful?</p> <p>Can they identify what the school and class rules are and why we have them?</p> <p>Can they identify how they might keep healthy with their body and mind?</p> <p>Can they identify simple hygiene routines?</p> <p>Can they describe what to do to keep safe online?</p>



<p>To know how to care for others and support their needs. To know ways of looking after the environment Media literacy and digital resilience To know how to use online services to communicate and how to do this safely. Money and work To identify your own strengths and interests To link strengths an interests to jobs in your local community To know a range of jobs that are available</p> <p>HEALTH AND WELLBEING Physical health and mental wellbeing To know how to keep healthy based on food and exercise. To understand some hygiene routines including sun safety. Growing and changing To recognise what makes them unique and special To know and name a range of feelings To learn how to manage emotions when things go wrong. To name external body parts Keeping Safe To learn ways of keeping safe online.</p>	<p>Unique, special, same, different, feelings, recognise, penis, vulva, vagina, penis, male, female</p> <p>Safe, restrictions, online, trust, feelings</p> <p>Family, similar, different, polite, rules, privacy, respect, environment, healthy, hygiene, unique, special, feelings, male, female, penis, vagina, vulva, body part</p>	
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<p>To understand how rules and age restrictions keep us safe.</p>		
<p>Year 2 Progression Overview</p>		
<p>Skills and Knowledge</p>	<p>Vocabulary</p>	<p>Arriving in Year 3 able to...</p>
<p>RELATIONSHIPS Families and Friendships To understand ways of making friends To understand what to do if they are feeling lonely and how to get help Safe relationships To understand what a secret is; when it is okay to keep and it is necessary to share To know how to resist pressure and how to get help To recognise hurtful behaviour Respecting ourselves and others To recognise things in common and differences with others To know how to play and work cooperatively To know how to share our opinions LIVING IN THE WIDER COMMUNITY Belonging to a community To understand what it means to belong to a group To know what our roles and responsibilities are</p>	<p>Kindness, listening, honesty, friends, inclusion, arguments, help Online, bullying, feelings, differences, secrets, uncomfortable, worried Classmates, friends, common, differences, groups, situations, discussions, reasons Groups, roles, teams, faiths, responsibilities, community Internet, purpose, value, content, recognise Currency, jobs, banks, savings, money, spending Groups, roles, teams, faiths, responsibilities, community, internet, purpose, value, content, recognise, currency, jobs, banks, savings, money, spending</p>	<p>Can they explain and show that family and friends should care for each other? Can they identify and respect the differences and similarities between people? Can they give examples when it would be necessary to share a secret? Can they describe what co-operation is and what it would look like? Can they explain what belonging is and how that might look? Can they describe the difference between a want and a need? Can they name the life stages and explain the changes that take place? Can they name the body parts using the correct names? Can they describe how to stay safe in different environments?</p>



<p>To identify being the same and different in the community</p> <p>Media literacy and digital resilience To know how we use the internet in everyday life To identify whether online content and information is true or not</p> <p>Money and work To know what money is and how to look after it To know the difference between needs and wants</p> <p>HEALTH AND WELLBEING Physical health and mental wellbeing To understand why sleep is important To know what medicines are and how to keep healthy To know how to keep our teeth healthy To learn ways of managing our feelings and when to ask for help</p> <p>Growing and changing To consider changes as we grow older To name external body parts To consider changes as we move class or year</p> <p>Keeping Safe To know how to keep safe in different environments To identify risks and safety at home</p>	<p>routines, mental health, growing, changing, teeth, dentist, feelings, bereavement, life cycles, human bodies, responsibilities, goals, changes, medicines, safety, unsafe, danger, accident, emergency</p> <p>Routines, mental health, growing, changing, teeth, dentist, feelings, bereavement</p> <p>Life cycles, human bodies, responsibilities, goals, changes</p> <p>Medicines, safety, unsafe, danger, accident, emergency</p>	
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To learn what to do in an emergency		
Year 3 Progression Overview		
Skills and Knowledge	Vocabulary	Arriving in Year 4 able to...
<p>RELATIONSHIPS Families and Friendships To understand what makes a family To know what the features of a family life are Safe relationships To understand personal boundaries To be able to safely respond to others To understand the impact of hurtful behaviour Respecting ourselves and others To recognise respectful behaviour To know the value and importance of self-respect To know how to be courteous and polite</p> <p>LIVING IN THE WIDER WORLD Belonging to a community To understand the value of rules and laws To know about rights, freedoms and responsibilities Media literacy and digital resilience To know how the internet is used To understand how to assess information online Money and work</p>	<p>Recognise, respect, stability, love, support, caring, unsafe</p> <p>Family, classmates, boundaries, respect, safe, behaviour, bullying</p> <p>Respect, help, responsible, self-respect, polite, cultures, society</p> <p>Laws, society, human rights, responsibilities, rights, police</p> <p>Leisure, online, reliable, websites, choices</p> <p>Jobs, vocation, myths, stereotypes, teamwork, achievements</p> <p>Choices, healthy, unhealthy, influence, habits, lifestyle, physical</p>	<p>Can they recognise different family types? Can they explain what to do if someone is making them or someone else upset or worried? Can they describe what information is appropriate to share with different people? Can they describe how to keep themselves safe online? Can they explain how to be respectful towards others? Can they explain and describe the importance of rules and laws in wider society? Can they recognise and challenge gender stereotypes? Can they identify how their achievements and skills can be linked to future jobs? Can they explain what good choices can be made about their health and habits? Can they explain how to be safe in their local environment and how to identify risks in unfamiliar areas?</p>



<p>To understand different jobs require different skills To understand job stereotypes To be able to set personal goals</p> <p>HEALTH AND WELLBEING Physical health and mental wellbeing To know how to make good choices about health and their habits To know what affects feelings To know how to express feelings</p> <p>Growing and changing To identify their own personal strengths and achievements To know how to manage and reframe setbacks</p> <p>Keeping Safe To understand risks and hazards To understand safety in the local environment and unfamiliar places</p>	<p>Valuable, contributions, self-worth, setbacks, challenges, identity</p> <p>Hazards, risks, alarms, safety, rules, environment</p> <p>Relationship, single parent, same sex parents, step-parents, blended families, foster, adoptive, privacy, personal boundaries, gender, stereotypes, body part, penis, vagina</p>	
<p>Year 4 Progression Overview</p>		
<p>Skills and Knowledge</p>	<p>Vocabulary</p>	<p>Arriving in Year 5 able to...</p>
<p>RELATIONSHIPS Families and Friendships To understand positive friendships, including online</p> <p>Safe relationships To know how to respond to hurtful behaviour To managing confidentiality</p>	<p>Friendships, positive, digital devices, communicating, contact, online, healthy</p> <p>Differentiate, experiences, bullying, dares, pressures, confidence, harmful, pretending</p>	<p>Can they identify a positive friendship including ones online? Can they define confidentiality and explain when this may be required? Can they discuss matters sensitively? Can they describe how data might be used and or shared? To describe how to make good choices about money in a scenario given? Can they describe and maintain a balanced lifestyle and describe their own hygiene routines? Are they aware of puberty?</p>



<p>To recognise risks online</p> <p>Respecting ourselves and others</p> <p>To be able to respect differences and similarities</p> <p>To be able to discuss differences sensitively</p> <p>LIVING IN THE WIDER WORLD</p> <p>Belonging to a community</p> <p>To understand what makes a community</p> <p>To understand what makes shared responsibilities</p> <p>Media literacy and digital resilience</p> <p>To know and understand how data is shared and used</p> <p>Money and work</p> <p>To make decisions about money</p> <p>To know how to use and keep money safe</p> <p>HEALTH AND WELLBEING</p> <p>Physical health and mental wellbeing</p> <p>To be able to maintain a balanced lifestyle</p> <p>To be able to maintain oral hygiene and dental care</p> <p>Growing and changing</p> <p>To know and understand physical and emotional changes in puberty</p> <p>To name external genitalia</p> <p>To know what their personal hygiene routines are and why they are important</p> <p>To receive support with puberty</p>	<p>Recognise, gender, race, faith, values, respect, differences, include</p> <p>Community, belonging, differences, volunteering, compassion, responsibilities</p> <p>digital footprint, organisations, online, adverts, fact/ fiction</p> <p>Budgets, value, important, payment, charities</p> <p>Balance, healthy, recognise, illness, support, care, dental health</p> <p>Identify, hygiene, emotion, help, puberty, information</p> <p>Medicines, drug, cigarettes, habit, e-cigarettes, vaping</p> <p>Positive, relationship, confidentiality, sensitive, community, data, balanced, puberty, period, male, female, penis, vagina, medicine and drug, penis, vagina, womb,</p>	<p>Can they recognise the emotional and physical changes of puberty?</p> <p>Can they understand how the body changes throughout life?</p> <p>Can they describe and explain how to keep safe around medicines and everyday common drugs?</p>
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<p>Keeping Safe To know about medicines and household products; including drugs common to everyday life</p>	<p>periods, hormones, pubic hair, sperm, oestrogen, testosterone, breasts, menstruation, erection, ejaculation, testicles.</p>	
<p>Year 5 Progression Overview</p>		
<p>Skills and Knowledge</p>	<p>Vocabulary</p>	<p>Arriving in Year 6 able to...</p>
<p>RELATIONSHIPS Families and Friendships To be able to manage their own friendships and understand peer influence Safe relationships To understand which physical contact is acceptable and what they feel comfortable and safe with Respecting ourselves and others To be able to respond respectfully to a wide range of people To recognise prejudice and discrimination</p> <p>LIVING IN THE WIDER WORLD Belonging to a community To know how to protect the environment To be able to show compassion towards others Media literacy and digital resilience To know how information online is targeted To understand the role and impact of different media types Money and work</p>	<p>Healthy, friendships, relationship, influence, communication, support, peer</p> <p>Permission, contact, uncomfortable, unacceptable, secret, worried, concerned</p> <p>Treated, equally, respect, discrimination, bullying, online, report, safety</p> <p>Resources, protecting, environment, actions, compassion, responsibility</p> <p>Identify, purpose, fact, opinion, stereotypes, reliable, information</p> <p>Jobs, ambition, career, conditions, inclusion, diversity</p>	<p>Can they identify strategies to manage peer influence and the need for peer approval? Can they recognise when a friendship makes them feel uncomfortable, worried or safe and when to seek support? Can they identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations? Can they explain that it is never their fault if they have experienced unacceptable touch? Can they ask for, give and not give permission for physical contact? Can they recognise and safely challenge discrimination? Can they show compassion for others, the environment and animals living there? Can they describe how the media can influence our job choices? Can they explain that someone's gender identity does not always correspond with their biological sex? Can they explain that FGM is against the British Law and know what to do if they think someone is at risk of FGM?</p>



<p>To identify job interests and aspirations To understand what influences career choices To explore workplace stereotypes</p> <p>HEALTH AND WELLBEING Physical health and mental wellbeing To develop and understand the importance of healthy sleep habits To know how and why to stay safe in the sun To know and understand the importance of medicines, vaccinations, immunisations and allergies</p> <p>Growing and changing To understand and consider their own personal identity To recognise their own individuality and their different qualities To understand their mental wellbeing</p> <p>Keeping Safe To know how to keep safe in different situations, including responding in emergencies, first aid and FGM</p>	<p>Lifestyle, healthy, outdoors, sun safety, illness, cleanliness, virus, allergies</p> <p>personal identity, gender, recognise, respect, express, well being</p> <p>Unsafe, emergency, risk, FGM, injuries, responsibility</p> <p>Friendship, peer influence, prejudice, discrimination, compassion, aspiration, stereotypes, male, female, sex, gender, individuality, emergency and FGM (female genital mutilation).</p>	
Year 6 Progression Overview		
<p>Skills and Knowledge</p>	<p>Vocabulary</p>	<p>End of Key Stage 2 able to...</p>
<p>RELATIONSHIPS Families and Friendships To understand what attracts them to others</p>	<p>Relationship, attraction, healthy, commitment, love, marriage</p>	<ul style="list-style-type: none"> Can they explain what it means to be attracted to someone and know the different kinds of loving relationships including a variety of couples.



<p>To understand romantic relationships To know and understand civil partnerships and marriage</p> <p>Safe relationships To be able to recognise and manage pressure To understand consent in different situations</p> <p>Respecting ourselves and others To be able to express opinions and respect other points of view To be able to discuss topical issues respectfully</p> <p>LIVING IN THE WIDER WORLD Belonging to a community To be able to value diversity To safely challenge discrimination and stereotypes</p> <p>Media literacy and digital resilience To be able to evaluate media sources To know how to share things online safely</p> <p>Money and work To understand influences and attitudes towards money To have knowledge of money and financial risks</p> <p>HEALTH AND WELLBEING Physical health and mental wellbeing</p>	<p>Friendship, pressure, dares, unsafe, worried, guidance, support</p> <p>Values, behaviours, respect, disagreements, conflict, views, listen</p> <p>Prejudice, discrimination, challenge, stereotypes, influence</p> <p>Contacting, communicating, safety, social media, sharing, age restrictions, connecting</p> <p>Role, value, work, finances, risk, gambling</p> <p>Feelings, mental health, conflict, support, changes, bereavement, balance, online</p> <p>Independence, changes, secondary, routines, intercourse, contraception</p> <p>online, images, appropriate, text, share, restrictions, laws, drugs, organisations, media</p>	<ul style="list-style-type: none"> Can they explain the qualities of a healthy relationship including knowing ways that couples show their love and commitment to each other? Can they explain shared responsibility where pressure is put on someone to do something? Can they explain how to respond to pressure from others and how to manage it? Can they explain where to get support? Can they explain how to constructively challenge points of view they disagree with? Can they identify prejudice and discrimination and explain how to challenge this in a safe way? Can they explain the benefits of social media and also the risks and challenges of using social media? Can they explain how having or not having money can impact on someone's emotions? Can they also explain how money can be gained and lost? Can they identify what might have a negative impact on their mental health and how they might deal with that; also know what can be positive for their mental health? Can they understand what sexual intercourse is and consent? Can they explain how pregnancy occurs and how it can be prevented? Can they describe the responsibilities of parents and carers including how having a baby can change someone's life? Can they explain and understand why people choose to use drugs, the law surrounding this and the impact it may have on someone's life? Can they explain how the media might impact or influence someone to make good or bad choices?
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<p>To know what affects mental health and ways to take care of it</p> <p>To know how to manage change, loss and bereavement</p> <p>To know how to manage their own time online</p> <p>Growing and changing</p> <p>To understand human reproduction and birth</p> <p>To consider what is involved in increasing independence</p> <p>To manage transition</p> <p>Keeping Safe</p> <p>To know how to keep personal information safe</p> <p>To understand how to regulate themselves and make good choices</p> <p>To understand how drug use relates to the law and media</p>	<p>Attraction, marriage, pressure, diversity, discrimination, stereotype, influence, bereavement, human reproduction, birth, penis, vagina, womb, egg, sperm and fertilisation, penis, vagina, womb, periods, hormones, pubic hair, sperm, oestrogen, testosterone, breasts, menstruation, erection, ejaculation, testicles, vulva.</p>	
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