



# Curriculum

## RHE/PSHE Key Knowledge & Skills Progression

By EOYFS children will know:

How to use strategies to manage their feelings and behaviour. To be able to learn and play happily with others.

By EOKS1 children will know:

That they have rights and responsibilities within their different relationships. To know how to respect their bodies and keep themselves safe; safe secrets, safe touch.

By EOKS2 children will know:

How behaviour affects others and ways in which they can impact this. To have an understanding of discrimination and why it may occur. To ways in which to achieve healthy wellbeing both mentally and physically.

	EYFS Knowledge & Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
<b>Autumn 1</b>  <b>Being Me in My World</b>	Key Vocab Belong, feelings, similar, different, rules.	Key Vocab Rights, views, responsibilities, consequences, choices, class charter.	Key Vocab Fair, rights, responsibility.	Key Vocab Personal, point of view	Key Vocab Included, excluded, community, role, democracy.	Key Vocab British, citizen	Key Vocab Universal, rights, democracy
	Knowledge—To learn and use strategies to manage feelings and behaviour.  Skills— I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be.	Knowledge—To understand my rights and responsibilities as a member of the class and to know I need to help make the class safe for everybody.  Skills— I can recognise the choices I make and understand the consequences.	Knowledge— To understand my rights and responsibilities as a member of the class and the school. I understand how treating others with mutual respect will help me and others learn.  Skills— I recognise when I feel worried and know who to ask for help. I can help to make my class a safe and fair place. I can listen to other people and contribute my own ideas. I can keep positive relationships.	Knowledge—I understand why rules are needed and how they relate to rights and responsibilities.  I understand my actions affect others and try to see things from their points of view.  Skills— I recognise my worth and can identify positive things about myself and my achievements.  I can set personal goals. I can face new challenges positively, make responsible choices and ask for help when I need it.	Knowledge—To understand the different roles they have within their lives and the impact this has on their rights and responsibilities.  Skills—I can take on a role in a group and contribute to the overall outcome.	Knowledge— I understand my rights and responsibilities as a British citizen and member of my school. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.  Skills— I can make choices about my own behaviour because I understand how rewards and consequences feel.	Knowledge—I know that there are universal rights for all children but for many citizens these rights are not met. I understand that my actions affect other people locally and globally. I understand how an individual's behaviour can impact on a group. I understand how democracy and having a voice benefits the school community.  Skills— I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.
	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships	Safeguarding curriculum Key skill: keeping positive relationships
<b>Autumn 2</b>  <b>Celebrating Difference</b>	Key Vocab Special, different, same.	Key Vocab Bully, unique, similarities, differences.	Key Vocab Stereotypes, assumption.	Key Vocab Witness, hurtful	Key Vocab Judge, appearance, target	Key Vocab Cultural, difference, racism, rumour, name calling, conflict.	Key Vocab Different perceptions, disability, power,
	Knowledge—To know that we are all different but the same in different ways.  Skills—I know which words to use to stand up for myself when someone says or does something unkind . I can tell you how to be a kind friend.	Knowledge—To have an awareness of what the term bullying means and how it may affect people's feelings.  Skills—I can identify similarities and differences between people in my class. I can tell you what bullying is. I can tell you some ways I am different from my friends.	Knowledge—To understand that bullying is sometimes about difference and that some people have stereotypes.  Skills—I can tell you how someone who is bullied feels. I can recognise what is right and wrong and know how to look after myself. I can tell you some ways I am different from my friends.	Knowledge—I understand that everybody's family is different and important to them. I understand that differences and conflicts sometimes happen amount family members. I know what it means to be a witness to bullying.  Skills— I can problem solve a bullying situation with others.	Knowledge—I understand that, sometimes, we make assumptions based on what people look like. I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.  Skills— I can tell you a time when my first impression of someone changed when I got to know them.	Knowledge—I understand that cultural differences sometimes cause conflict  Skills— I understand what racism is. I am aware of my attitude towards people from different races. I can explain the difference between direct and indirect types of bullying. I can compare my life with people in the developing world.	Knowledge—I understand there are different perceptions about what normal means. I understand how having a disability could affect someone's life.  Skills— I can explain some of the ways in which one person or a group can have power over another. I can explain ways in which difference can be a source of conflict and a cause for celebration.
	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community	Safeguarding curriculum Key skill: keeping positive relationships within the community

**Safeguarding Curriculum:**  
Keeping positive relationships in the community

**Spring 1**  
**Dreams and Goals**

Key Vocab persevere	Key Vocab Obstacle, goal, success, challenge, difficult, overcome.	Key Vocab Realistic, persevere, co-operatively, achievement.	Key Vocab Ambition, dream, motivated, enthusiastic, obstacles.	Key Vocab disappointment, resilience.	Key Vocab Career, motivation	Key Vocab Challenging, realistic.
<p>Knowledge—To understand that if I persevere I can tackle challenges.</p> <p>Skills—I can tell you about a time I didn't give up until I achieved my goal. I can set a goal and work towards it. I can use kind words to encourage people. I can say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>Knowledge—To be able to set goals and work out how to achieve them.</p> <p>Skills— I can identify my successes and achievements. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.</p>	<p>Knowledge—I understand how working with other people can help me learn. I know how to share success with other people.</p> <p>Skills—I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. I can work cooperatively in a group.</p>	<p>Knowledge—I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>Skills— I can identify a dream/ambition that is important to me. I am motivated and enthusiastic about achieving a new challenge. I can recognise obstacles which might hinder achievements and take steps to overcome them. I can evaluate my own learning process.</p>	<p>Knowledge—I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how to make a new plan and set new goals even if I have been disappointed.</p> <p>Skills— I can enjoy being part of a group challenge.</p>	<p>Knowledge—I understand that I will need money to help me achieve some of my dreams. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</p> <p>Skills— I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I can describe the dreams and goals of a young person in a culture different from mine.</p>	<p>Knowledge— I know my learning strengths and can set challenging by realistic goals for myself. I know what some people in my class like or admire about me and can accept their praise.</p> <p>Skills—.I can identify problems in the world that concern me and talk to other people about them. I can empathise with people who are suffering or who are living in difficult situations. I can describe some ways in which I can work with other people to help make the world a better place.</p>
Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online	Safeguarding curriculum: Keeping ourselves safe online

**Safeguarding curriculum:**  
**Keeping ourselves safe online**

**Spring 2**  
**Healthy Me**

Key Vocab Exercise, body, healthy, moving, resting, diet, sleep, germs	Key Vocab Hygiene, medicines, illness, disease, un/healthy, safely.	Key Vocab Food groups, energy.	Key Vocab Exercise, heart, lungs, drugs, substances.	Key Vocab Dynamics, alcohol, smoking, pressure.	Key Vocab Tobacco, health risks, misusing, anti-social behaviour, emergency aid.	Key Vocab Altering, mood, evaluate, mental health, stress.
<p>Knowledge—To know different ways to stay healthy; activity, food, keeping clean.</p> <p>Skills—I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet</p>	<p>Knowledge—To know how to keep myself safe and healthy; safe use of medicines, crossing the road, the importance of hygiene and germ, healthy diet and exercise.</p> <p>Skills— I feel good about myself when I make healthy choices. I can cross the road safely and identify the adults that can keep me safe. I can explain ways I can keep myself healthy including diet and exercise.</p>	<p>Knowledge—I know what I need to keep my body healthy. I understand how medicines work in my body and how important it is to use them safely.</p> <p>Skills - I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can sort foods into the correct food groups and know which foods my body needs to keep healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body.</p>	<p>Knowledge—I understand how exercise affects my body and know why my heart and lungs are such important organs. I understand how complex my body is and how important it is to take care of it.</p> <p>Skills—I can tell you my knowledge and attitude towards drugs. I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.</p>	<p>Knowledge—To understand the facts of smoking and alcohol. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>Skills—I recognise how different friendship groups are formed how I fit into them and the friends I value the most. I can recognise the changing dynamics between people in different groups see who takes on which role and understand the roles I take on different situations. I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p>	<p>Knowledge—To understand the risks of smoking and alcohol and its effects on the body. To know what to do in an emergency. I understand how the media and celebrity culture promotes certain body types.</p> <p>Skills—I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p>	<p>Knowledge— I know the impact of food on the body e.g. creating energy, giving comfort and altering mood. I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness .</p> <p>Skills—I can evaluate when alcohol is being used responsibly, anti-socially or being misused. I can recognise when I feel stressed and the triggers that cause this and I understand how stress can cause alcohol misuse.</p>
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**Safeguarding curriculum:**  
**Keeping our bodies healthy**

**Summer 1 Relationships**

Key Vocab Lonely, solve, problems, manage feelings.	Key Vocab Community, relationship, family, acceptable, unacceptable, appreciate.	Key Vocab Co-operate, conflict, positive problem solving, resolve, secret, trust.	Key Vocab Male, female, influence, support,	Key Vocab Distant, close.	Key Vocab Accurate, characteristics, personal qualities, attracted.	Key Vocab Significant, grief, grieve, loss.
<p>Knowledge—To know how to be a good friend. (using the skills of kindness, problem solving, forming friendships).</p> <p>Skills—I can think of ways to solve problems and stay friends. I can use Calm Me time to manage my feelings. I can identify some of the jobs I do in my family and how I feel like I belong.</p>	<p>Knowledge—To know about the different groups I belong and who I can go to for help. (e.g. families, friendships, class)</p> <p>Skills—I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I can recognise my qualities as a person and a friend.</p>	<p>Knowledge—To learn problem solving techniques to use in relationships. To understand that sometimes it is good to keep a secret and sometimes it is not.</p> <p>Skills—I can identify different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I accept that everyone’s family is different and understand that most people value their family. I can identify some of the things that cause conflict with my friends. I can use the positive problem solving technique to resolve conflicts.</p>	<p>Knowledge—I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>Skills - I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can explain how some of the actions and work of people around the world help and influence my life.</p>	<p>Knowledge—I know how to show love and appreciation to the people and animals who are special to me.</p> <p>Skills—I can identify the web of relationship that I am part of, starting from those closest to me and including those more distant. I can explain different points of view on an animal rights issue.</p>	<p>Knowledge—I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean</p> <p>Skills—I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Knowledge—I know some of the feelings we can have when someone dies or leaves. I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>Skills—I can identify the most significant people to me in my life so far. I can recognise when people are trying to gain power or control. (including use of technology) I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>
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**Safeguarding curriculum:  
Keeping Positive Relationships**

**Summer 2 Changing Me**

Key Vocab Visible body parts e.g. neck, wrist, thigh, elbow, cheek, navel. Adult, grow.	Key Vocab Life cycle, changes, penis, testicles, vagina, respect, private.	Key Vocab Nature, private, body part names as per Year 1.	Key Vocab Develop, mother, uterus.	Key Vocab Egg, sperm, internal, external, menstruation (periods)	Key Vocab Physically, emotionally, sexual intercourse, teenager, age of consent.	Key Vocab Pregnancy, birth, teenager.
<p>Knowledge—To know and name visible parts of the body. To understand that I have grown up from a baby and will grow into an adult.</p> <p>Skills—I can tell you some things I can do and foods I can eat to be healthy.</p>	<p>Knowledge—To be able to discuss ways in which they have changed since they were a baby. To identify the parts of the body that make a boy and girl different, using the correct names for the body parts., understanding that some parts of their body are private.</p> <p>Skills— I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina. I respect my body and understand which parts are private. I can tell you about changes that have happened in my life.</p>	<p>Knowledge—To understand that there are different types of touch. To know that their bodies are special to them and they have the power to say what they do and don’t like.</p> <p>Skills—I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise the physical differences between boys and girls and use the correct names for the part of the body (penis, testicles, vagina) and appreciate that some parts of my body are private.</p>	<p>Knowledge—I understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby I understand how babies grow and develop in the mother’s uterus.</p> <p>Skill—I can identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they group up. I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>	<p>Knowledge—I understand some of the changes that occur as males and females grow older. I recognise how some of these changes may make someone feel.</p> <p>Skills— I have strategies that will help me cope with the physical and emotional changes that can occur during puberty. I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult and that menstruation (periods) is a natural part of this. I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p>	<p>Knowledge—I am aware of my own self-image and how my body image fits into that. I can explain how my body will change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Skills— I can describe how boys’ and girls’ bodies change during puberty. I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities.</p>	<p>Knowledge—I am aware of my own self-image and how my body image fits into that.</p> <p>Skills— I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.</p>
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Keeping our bodies healthy  
Keeping ourselves safe**