



Relationships and Health Education

Skills Progression– Nov'21

'Skill Themes' developed from PSHE Association

	Skill Theme 1 Relationships Education	Skill Theme 2 Physical Health	Skill Theme 3 Mental Wellbeing
Early Years (Reception)	1a Play co-operatively 1b Be able to express feelings 1c Find resolutions without conflict 1d Show awareness of others	2a Know that being active helps with a healthy lifestyle 2b Show enjoyment in taking part in physical games and organised play 2c Play a variety of active games	3a Be able to express feelings simply to others 3b Be able to ask for help when feeling unhappy 3c To know who to talk to when feeling unhappy or if have a problem at school or outside of school
End of Key Stage 1 (Year 2)	1.1 To identify their special people and how people should care for one another. 1.2 To respect differences and similarities between people and families. 1.3 To play and work co-operatively and manage friendships. 1.4 To recognise bullying and teasing and know that it is wrong. 1.5 To know that humans have a life cycle. 1.6 To understand what is inappropriate touch. (PANTS)	2.1 To know what constitutes a healthy lifestyle– including sleep, diet and physical activity. 2.2 To know the main features of dental health. 2.3 To explain how household products, including medicines, can be harmful if not used properly. 2.4 To be able to demonstrate good personal hygiene. 2.5. To be able to stay safe in the Sun.	3.1 To communicate their feelings to others and to recognise how others show feelings and how to respond. 3.2 To develop simple strategies for managing their feelings. 3.3 To recognise that choices can have good and not so good consequences. 3.4 To stay safe on line by looking after personal data and always asking a trusted adult for help. 3.5 To look after money and know how it can be earned.
End of Lower Key Stage 2 (Year 4)	1.7 To understand that marriage and civil partnerships are legal commitments between two loving people. 1.8 To be aware of age-appropriate body changes. 1.9 To know how to ask for help and recognise if a relationship is unhealthy. 1.10 To recognise and challenge stereotypes 1.11 To understand when it is appropriate to keep a secret and when not. 1.12 To understand what is inappropriate touch. (PANTS)	2.6 To know that ill-health effects of tobacco and other commonly available drugs. 2.7 To be able to apply the Eatwell guide and make good choices about following a balanced diet. 2.8 To be able to describe what constitutes a healthy lifestyle– including sleep, diet and physical activity. 2.9 To understand how adverts can influence the lifestyle choices that we make.	3.6 To recognise bullying and teasing and know that it is wrong– including racism and name-calling. 3.7 To understand that computer games have age guides, and that too much screen time can be a damaging lifestyle. 3.8 To understand a range of strategies for keeping safe online-protecting personal info, and the distribution of images. To understand the dangers of some social media. 3.9 To develop some practical strategies for managing own emotions. 3.10 To be able to set aspirational goals and identify steps to reach them.
When we leave the school. Year 6	1.13 To be aware of age-appropriate body changes and emotions that can accompany them. 1.14 To recognise different kinds of relationships. 1.15 To understand that relationships can be unhealthy and how to ask for help. 1.16 To develop some skills to form and maintain positive relationships– and strategies to resolve conflict. 1.17 To realise the nature and consequences of all types of discrimination. 1.18 To understand what is inappropriate touch. (PANTS)	2.10 To be able to apply what constitutes a healthy lifestyle – including sleep, diet and physical activity. 2.11 To understand how commonly available substances and drugs, including alcohol and energy drinks can damage health and safety– and their legality. 2.12 To understand risks to health of anti-social behaviour, and identify potential problems. 2.13 To understand different influences which could promote poor lifestyle choices.	3.11 To understand safe use of mobile phones 3.12 To critically examine social media– how to behave online and to understand how it can be misleading. 3.13 To know that must be careful about what is forwarded to others and about digital footprint. 3.14 To understand a range of strategies for keeping safe online-protecting personal info, and the distribution of images. To understand the dangers of some social media. 3.15 To develop some practical strategies for managing own emotions– and supporting others. 3.16 To understand possible risks of borrowing and debt. 3.16 To be able to set effective aspirational goals and identify steps to reach them and how to deal with set backs.

Key subject specific vocabulary (Tier 3 vocab) embedded and revisited during study of Relationships & Health Education in Little Melton:

lifestyle, nutrition, balance, exercise, medicines, contagious, virus, vaccination, mental health, aspiration, targets and goals, online, media, advertising, manipulation, marketing, bias, democracy, citizenship, conception, fertilisation, pregnancy, relationship, friendship, love, consent, intimacy, privacy, menstruation, puberty, reproduction, correct body terminology, stereotypes, gender, physical, emotional, homophobia, racism, prejudice.

We believe these skills are important for life because:

- We want children to become confident and self-reliant citizens, able to make a positive contribution to society and support others.
- We want children to be able to recognise dangers around them and to be able to manage those situations safely.
- We want children to have the skills to develop positive and healthy relationships with others, and to make positive lifestyle choices to promote good health.
- We want children to have a clear understanding of the biological changes through puberty, and be equipped to make informed decisions into adulthood.