

RHE skills progression map

Core theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Core theme 1- Health and well being</p> <p>Pupils should be taught:</p> <ol style="list-style-type: none"> 1. what is meant by a healthy lifestyle 2. how to maintain physical, mental and emotional health and wellbeing 3. how to manage risks to physical and emotional health and wellbeing 4. ways of keeping physically and emotionally safe 5. about managing change, including puberty, transition and loss 6. how to make informed choices about health and wellbeing and to recognise sources of help with this 7. how to respond in an emergency 	<p>Healthy Lifestyles</p>	<p>Learn and practise skills for maintaining hygiene.</p> <p>Learn about different food type- some healthy, some not.</p> <p>Aware that we need to drink, exercise and sleep to keep healthy.</p> <p>To speak to adults/ peers if they are worried.</p>	<p>Maintain a healthy body.</p> <p>Maintain my personal hygiene.</p> <p>Develop simple skills to help prevent diseases spreading.</p>	<p>Make healthy choices.</p> <p>Describe my feelings to others.</p> <p>Use simple strategies for managing my feelings.</p>	<p>Eat a balanced diet.</p> <p>Identify habits and why they can be hard to change.</p>	<p>Make choices to make a balanced lifestyle.</p> <p>Keep myself safe around commonly available substances and drugs</p> <p>Follow simple routines to reduce the spread of bacteria and viruses.</p>	<p>Recognise what positively and negative affects health and wellbeing.</p> <p>Make informed choices.</p> <p>Maintain and explain a healthy lifestyle.</p> <p>Recognise what might influence my choices.</p>	<p>Recognise how images in the media do not always reflect reality.</p> <p>Recognise images in the media can affect how people feel about themselves.</p> <p>Identify the risks and effects of drugs.</p>
	<p>Growing and Changing</p>	<p>Name parts of the body, linked to their learning.</p> <p>Understand the idea of growing from young to old.</p>	<p>Recognise and celebrate my strengths and set simple but challenging goals.</p> <p>Explain change and loss and the associated feelings.</p>	<p>Recognise what I am good at.</p> <p>Set goals.</p> <p>Name the main parts of the body and explain how these change over time.</p>	<p>Recognise what I am good at and set goals.</p> <p>Describe my feelings.</p> <p>Recognise conflicting feelings and manage them.</p>	<p>Recognise what I am good at and set goals.</p> <p>Reflect on changes that happen in life and identify the feelings associated with change.</p>	<p>Reflect on and celebrate my achievements.</p> <p>Identify my strengths and areas for improvement.</p> <p>Set high aspirations and goals.</p> <p>Recognise feelings and explain their range and intensity to others.</p> <p>Listen to and overcome conflicting emotions.</p> <p>Use strategies to cope with change, including transitions, loss, separation, divorce and bereavement.</p>	<p>Reflect on and celebrate my achievements.</p> <p>Confidently identify my strengths.</p> <p>Accurately identify areas for improvement.</p> <p>Set high aspirations and goals.</p>
	<p>Keeping Safe</p>	<p>Make simple choices between activities, foods, etc.</p> <p>Know when I feel well or unwell.</p> <p>Identify dangers in pictures e.g. around the home.</p>	<p>Make sure I am safe from household products, including medicines.</p> <p>Recognise people who look after me, my family</p>	<p>Keep safe in different situations.</p> <p>Ask for help if I am worried about something.</p> <p>Keep things private and respect others' privacy.</p>	<p>Follow school rules about health and safety.</p> <p>Follow basic emergency procedures.</p>	<p>Keep safe in my local area and online.</p> <p>Protect my personal information.</p> <p>Explain what is appropriate to ask for or share.</p>	<p>Keep physically and emotionally safe including road safety and safety in the environment.</p> <p>Keep safe online.</p>	<p>Differentiate between risk, danger and hazard.</p> <p>Recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p>

8. to identify different influences on health and wellbeing		Shows awareness of keeping safe within the indoor and outdoor classroom.	networks, who to go to if I am worried and how to attract their attention. Help the people who look after me to more easily protect me. Know how to ask for help if I am worried about something. Keep myself safe and others safe. I know that I do not need to keep secrets.		Find people to help me stay healthy and safe.	Identify people who help me stay healthy and safe and know who to talk to if I feel uncomfortable or at risk.	Protect my personal information. Use mobile phones responsibly, including safe keeping and safe user habits.	Undertake increasing responsibility. Resist pressures linked to behaving in unacceptable, unhealthy or risky ways. Recognise when I need to ask for help. Explain my right to protect my body and the law linked to contact and abuse. Recognise people who are responsible for keeping me healthy and safe and how help them with this.
<p>Core theme 2- Relationships</p> <p>Pupils should be taught:</p> <p>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</p> <p>2. how to recognise and manage emotions within a range of relationships</p> <p>3. how to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>4. how to respond to risky or negative relationships and ask for help</p>	<p>Feelings and Emotions</p>	Recognise, name and understands everyday feelings such as happy, sad, cross, worried, etc. Show understanding that their actions can affect others and how they feel.	Recognise feelings in myself and in others. Share my feelings.	Recognise what is fair and unfair, kind and unkind, and right and wrong. Respond correctly when people are being unkind to me or others. Recognise when my body or feelings are hurt or when others are hurt.	Recognise feelings in others. Respond to how others are feeling.	Explain when I should not agree to keep something confidential or a secret. Recognise and manage dares.	Recognise and respond appropriately to a wider range of feelings in others.	Understand confidentiality. I know when to break a confidence. Manage dares.
<p>Valuing Difference</p>	Recognise that you are unique. Express your own likes, dislikes and preferences. Understands that we have lots of similarities and differences. Appreciate that others might think differently to us or	Respect similarities and differences in others. Share my views and ideas.	Respect similarities and differences in others. Share my views and ideas with individuals and with the whole class.	Recognise discrimination, teasing, bullying and aggressive behaviours. Get help if I experience or witness teasing or bullying.	Listen and respond respectfully to a wide range of people. Be confident enough to raise my own concerns. Recognise and care about other people's feelings and respect, and constructively challenge if necessary, their points of view.	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Recognise and care about other people's feelings and respond to them appropriately. Try to see, respect and if necessary	Listen and respond respectfully and fully to a wide range of people. Be confident when raising my concerns and raise them considerately. Try to see, respect and if necessary constructively challenge, their points of view regularly. Recognise and challenge stereotypes.	

5. how to respect equality and diversity in relationships.		believe in different things. Understand that bullying is something that happens again and again; and that it is not acceptable.					constructively challenge, their points of view regularly.	Identify the nature and consequences of discrimination, teasing, bullying and aggressive behaviours. I know how to challenge bullying and abuse in all its forms.
	Healthy Relationships	Say why someone is special to me. Recognise ways in which my family/carer is special. Recognise what I am good at from what others tell me. Show a willingness to care about others. Learn when to say "thank you" and "sorry".	Identify my special people and explain what makes them special. Care for others.	Listen to other people and play and work cooperatively. Resolve simple arguments. Judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. Get help if I experience or witness teasing or bullying.	Maintain positive healthy relationships. Explain different types of relationships. Work collaboratively towards shared goals.	Judge what kind of physical contact is acceptable or unacceptable and I know how to respond. Develop strategies to solve disputes and conflict through negotiation and appropriate compromise. Begin to give rich and constructive feedback. Understand how my body will, and that my emotions may, change as I approach and move through puberty.	Recognise how my actions affect themselves and others and begin to consider my actions as a result. Work collaboratively towards shared goals. Solve disputes and conflict through negotiation and appropriate compromise. Give rich and constructive feedback and support to benefit others as well as myself.	Maintain positive and healthy relationships. Recognise when a relationship is unhealthy and know who to talk to for support. Identify healthy types of relationships. Judge what kind of physical contact is acceptable or unacceptable and how to respond. Recognise and respect personal boundaries and everyone's right to privacy. Identify how my body and emotions may change through puberty. Explain human reproduction.
Core theme 3- Living in the wider world Pupils should be taught: 1. about respect for self and others and the importance of responsible behaviours and actions	Rights and Responsibilities	Can take turns. Understand classroom rules and routines. Learn about some of the school rules, including medicines in school. Understand that we have different roles within school including being in charge of our tidy up areas.	Contribute to the life of the classroom and school. Help construct, and agree to follow, group and class rules. Recognise ways in which I am unique and understand that there has never been and will never be another 'me'.	Respect my needs and the needs of others. I know who the special people in my community are and know how to contact those people when I need their help, including dialling 999 in an emergency.	Discuss and debate health and wellbeing issues. Contribute to the community. Recognise the roles of people in the community.	Appreciate difference and diversity in the UK and around the world.	Research, discuss and debate topical issues, problems and events that are important to me. Explain rules and laws and understand why different rules are needed in different situations. Resolve differences by looking at alternatives, seeing and respecting others' points of view,	Research, discuss and debate topical issues, problems and events that are important to me and offer recommendations. Understand human rights and children's rights. Contribute to my community and recognise the role of groups, especially in relation to health and wellbeing.

<p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>		Take ownership of own learning and which areas I learn.	Explain the ways in which we are the same as all other people and what we have in common with everyone else.				making decisions and explaining choices.	Explore and critique how the media present information. Critically examine what is presented to me in the media and explain why it is important to do so. Be careful online and in relation to the information I pass on and understand how information can be misinterpreted.
	Environment	We take care of our class environment. We show care and concern for our school environment. Recycle paper and plastic in my classroom.	Develop strategies and skills needed to care for environments (including conserving energy).	Look after the local environment (including conserving energy).	Exercise my responsibilities, rights and duties in the community and towards the environment.	Discuss how resources are allocated and the effect of allocation. Understand sustainability of the environment.	Exercise my responsibilities, rights and duties at home, at school, in the community and towards the environment.	Explain resource allocation and the impact of these choices at an individual, community and global level.
	Money	I understand that everything cost money so we need to look after our resources.	Understand money, including the concepts of spending and saving. Understand the difference between spending and saving money.	Save and spend money. Make choices and keep track of money spent/saved.	Develop enterprise skills.	Explain the role of money. Manage money, including saving and budgeting. Develop my understanding of interest and loans.	Recognise the role money plays in my own and others' lives. Manage my money. Be a critical consumer. Discuss loans, interest, debt and tax.	Develop my enterprising skills.
	General knowledge and SMSC	School values Enjoy learning about oneself, others and the surrounding world Develop social skills	School values Use imagination and creativity in learning Understand own heritage	School and own values Responsibility for behaviour choices Distinguish between right and wrong Willingness to reflect on experiences Use a range of social skills	School and own values Understand how to contribute positively to those around us Apply understanding of right and wrong to own lives	Values of others Understand how to contribute to school and the local community Recognise legal boundaries in the law Participate in a variety of communities	Values of others Understand how to contribute to society Be reflective on own beliefs Show initiative Understand consequences of behaviour and actions	Further tolerance and understanding of different cultural traditions Investigate and offer reasoned views about moral and ethical issues Understand and appreciate the viewpoints of others

				Understand the heritage of others	Use a range of social skills in different contexts Understand and appreciate a range of different cultures	Participate in and respond to a range of opportunities	Volunteer and cooperate well with others Explore and understand different faiths and cultural diversity	Resolve conflicts effectively Accept, respect and celebrate diversity locally, nationally and globally
	Concepts	Respect	Mutual respect	Democracy Mutual respect	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain	Democracy Mutual respect Rule of Law Individual liberty Participate fully in and contribute positively to life in modern Britain
	Vocabulary	Respect Rules Unique Choice Medicine Growing Special Safe	Contribute Share Environment Money Strengths Goals Feelings Same and different	Needs Community Conserving energy Spend and save Healthy choices Manage feelings Safety Privacy Fair and unfair Right and wrong Respond Similarities and differences Bullying	Health Wellbeing Roles in the community Rights and responsibilities Environment Enterprise Balanced diet Emergency Discrimination Relationships Collaboration	Diversity Resource allocation Sustainability Budgeting Balanced lifestyle Reflect Protect Confidential Physical contact Disputes and conflict	Rules and laws Democracy Differences Wellbeing influences Duties Loans, interest, tax Point of view Achievements Aspirations Considerate Constructive feedback	Recommendations Media Resource allocation Global Reality Risk, danger and hazard Enterprise Confidentiality Stereotypes Pressures Personal boundaries Puberty