



Key Concepts Progressive Curriculum Map **RHE**

Includes EYFS – Years 1 to 6 – Greater Depth

Knowledge, Skills and Understanding breakdown for RHE

EYFS

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they start talking about and expressing their feelings, using words like 'happy', 'sad', 'angry' or 'worried'? • Can they start to modifying their feelings socially and emotionally? • Can they become increasingly more independent in meeting and managing their own needs, e.g. tooth brushing, toileting, washing/drying hands thoroughly? • Can they start making more healthy choices about food, drink, activity and toothbrushing? • Can they start to show resilience and perseverance in the face of challenges? • Can they begin to talk about different things that can support their health and well being, e.g. regular physical activity, personal hygiene, amount of 'screen time', good sleep routine and being a safe pedestrian? 	<ul style="list-style-type: none"> • Can they begin to become more outgoing with unfamiliar people in the safe context of their setting? • Can they begin to play with other children, extending and elaborating on play ideas? • Can they begin to find solutions to conflicts, including talking solutions? • Can they begin to develop appropriate ways of being assertive? • Can they start to gradually understand and consider how others may be feeling? • Can they continue to build constructive and respectful relationships? • Can they start to think about perspectives of others? 	<ul style="list-style-type: none"> • Can they begin to develop their sense of responsibility and membership of community? • Can they begin to show more confidence in new social situations? • Can they increasingly follow rules and understand why they are important? • Can they become more confident remembering rules without adult prompts? • Can they begin to see themselves as a valuable individual?

Knowledge, Skills and Understanding breakdown for RHE

Year 1

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none">• Can they name internal and external body parts, including naming private parts?• Can they describe simple hygiene routines that stop germs from spreading?• Can they talk about what changes happen when they are growing up?• Can they identify what babies need to grow and thrive?• Can they talk about being safe and unsafe when inside and outside of the home and who can help them in unsafe situations?• Can they identify substance/medicines they put into their body and on their skin that can affect how they feel?	<ul style="list-style-type: none">• Can they understand that some parts of the body are private and begin to say how to respond if physical contact makes them feel unsafe?	<ul style="list-style-type: none">• Can they begin to understand how people and other living things have different needs?• Can they begin to understand the responsibility of caring for others (a baby)?

Coverage through other curriculum areas

- Keeping safe online and the role of the Internet is taught within Computing
- Communities and sharing & respecting own and others opinions is taught through Rights Respecting and assemblies.
- Managing friendships, bullying, pressure from others is taught throughout assemblies, Anti-bullying weeks and mental health weeks.
- Careers & Money taught in stand alone sessions & careers days throughout the year.

Knowledge, Skills and Understanding breakdown for RHE

Year 2

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they identify ways to feel better when they feel sad? • Can they explain how different medicines can help when people feel unwell and say who can help them when they are ill? 	<ul style="list-style-type: none"> • Can they discuss emotions, their cause and how they affect them? • Do they recognise that there are many different types of families? • Can they identify what makes a good friend? • Can explain how bodies are different and how to respond to unkind comments? • Can they explain that some parts of the body are private and describe how to respond if physical contact makes them feel unsafe? 	<ul style="list-style-type: none"> • Can they describe how to keep themselves safe when working digitally and who to speak to if they are worried about something online? • Can they begin to understand gender stereotypes?

Coverage through other curriculum areas

- Keeping safe online and the role of the Internet is taught within Computing
- Communities and sharing & respecting own and others opinions is taught through Rights Respecting and assemblies.
- Managing friendships, bullying, pressure from others is taught throughout assemblies, Anti-bullying weeks and mental health weeks.
- Careers & Money taught in stand alone sessions & careers days throughout the year.

Knowledge, Skills and Understanding breakdown for RHE

Year 3

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they identify male and female sexual body parts with the correct medical terms? • Can they explain why hygiene is important and how to keep themselves clean? • Can they explain the physical and emotional changes that happen when approaching puberty? • Can they assess level risk in and out of the home and when working digitally and how to manage/minimise risk? • Can they explain when and how to use medicines safely? 	<ul style="list-style-type: none"> • Can they explain what personal space means and understand that different people have different boundaries? • Can they explain why some parts of the body are private and consider how they would respond, or advise others to respond, if physical touch makes them feel unsafe? 	<ul style="list-style-type: none"> • Can they begin to consider their own positive attributes now and those they would aspire to in the future?

Coverage through other curriculum areas

- Media Literacy & digital resilience taught throughout computing sessions & Internet Safety days
- Decisions about health, healthy lifestyle, healthy diets & routines taught within Science curriculum.
- Mental health strategies & well being taught throughout mental health weeks.
- Resilience, changes (transitions), reframing unhelpful thinking, grief/bereavement, friendships new opportunities & responsibilities are taught through assemblies.
- Shared responsibilities & communities taught through Rights Respecting.
- Careers & Money taught as stand alone session throughout the year and with careers days.

Knowledge, Skills and Understanding breakdown for RHE

Year 4

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they explain the effect that some legal drugs can have on health? 	<ul style="list-style-type: none"> • Can they recognise different emotions and understand the importance of managing feelings? • Can they identify things they like about their friends and say why friendships are important? • Can they identify what healthy family relationships look like? • Can they explain clearly to who and how to report that they are feeling uncomfortable with physical touch? 	<ul style="list-style-type: none"> • Can they begin to understand the risks of sharing information digitally and how to get support and/or report? • Can they begin to question gender stereotypes?

Coverage through other curriculum areas

- Media Literacy & digital resilience taught throughout computing sessions & Internet Safety days
- Decisions about health, healthy lifestyle, healthy diets & routines taught within Science curriculum.
- Mental health strategies & well being taught throughout mental health weeks.
- Resilience, changes (transitions), reframing unhelpful thinking, grief/bereavement, friendships new opportunities & responsibilities are taught through assemblies.
- Shared responsibilities & communities taught through Rights Respecting.
- Careers & Money taught as stand alone session throughout the year and with careers days.

Knowledge, Skills and Understanding breakdown for RHE

Upper Key Stage 2 – Cycle A

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they identify the physical and emotional changes their bodies go through at puberty (including periods and wet dreams)? • Can they explain how babies are made through sexual intercourse? <i>(parent/carers may opt out after consultation other than content required through Science National Curriculum)</i> • Can they explain the correct use of medicines and how vaccinations and immunisations can help to maintain health and well-being? • Can they begin to understand the risks and effects of some legal and illegal drug use? 	<ul style="list-style-type: none"> • Can they explain why each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact? 	<ul style="list-style-type: none"> • Can they understand that anything posted online leaves a digital footprint so they should carefully consider uploaded content? • Can they understand that cyber-bullying is as damaging as bullying and the impact it can cause and say who can support them?

Coverage through other curriculum areas

Year 5s- Spring 1- Elevate approach- social skills and positive mindset

- Media Literacy & digital resilience taught throughout computing sessions & Internet Safety days
- Decisions about health, healthy lifestyle, healthy diets & routines taught within Science curriculum.
- Mental health strategies & well being taught throughout mental health weeks.
- Resilience, changes (transitions), reframing unhelpful thinking, grief/bereavement, friendships new opportunities & responsibilities are taught through assemblies.
- Shared responsibilities & communities taught through Rights Respecting.
- Careers & Money taught as stand alone session throughout the year and with careers days.

Knowledge, Skills and Understanding breakdown for RHE

Upper Key Stage 2 – Cycle B

Health and Well-being	Relationships	Living in the Wider World
<ul style="list-style-type: none"> • Can they understand they have a right to say no and practice how to do so appropriately? • Can they understand that FGM is against British Law and what to do and who to tell if they, or someone they know, is at risk? • Can they identify the importance of taking care of their mental health and different people they can approach for support? • Can they explain why some people use drugs (legal and illegal) and how to manage situations where they feel influenced by peers with regard to drug use? 	<ul style="list-style-type: none"> • Can they say that consent must be given for them to be touched on private parts of their and explain what to do if they are touched without consent? • Can they explain where to get advice and report concerns if worried about their own or someone else's personal safety? • Can they recognise that feelings change over time and can differ in intensity? • Can they talk about what a trusting relationship looks like? • Can they identify that marriage/civil partnership should be entered by two loving adults and that forcing anyone to marry against their will is a crime? • Can they identify a range of different sexual orientations and that family structures may differ? • Can they understand what discrimination is and how to challenge it (protected characteristics)? 	<ul style="list-style-type: none"> • Can they recognise pressure from others to do something unsafe, or that make them feel uncomfortable, and identify strategies to manage this?

Coverage through other curriculum areas

- Media Literacy & digital resilience taught throughout computing sessions & Internet Safety days
- Decisions about health, healthy lifestyle, healthy diets & routines taught within Science curriculum.
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- Shared responsibilities & communities taught through Rights Respecting.
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