



RSE Progression Framework

Whitehouse Primary School

EYFS 2021 ELG – personal, social and emotional development.	Self-Regulation	<p>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.</p> <p>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.</p>
	Managing Self	<p>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.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	Build relationships	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
EYFS 2021 ELG – understanding of the world	People, Culture and communities	<p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>

Primary Programme of Study

Pupils should be taught to:

Relationships	Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability. • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
	Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends. • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

		<ul style="list-style-type: none"> • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
	Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • What a stereotype is, and how stereotypes can be unfair, negative or destructive. • The importance of permission-seeking and giving in relationships with friends, peers and adults.
	Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • How information and data is shared and used online.
	Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. • Where to get advice e.g. family, school and/or other sources.
Physical health and mental well-being	Mental well being	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

		<ul style="list-style-type: none"> • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
	<p>Internet safety and harms</p>	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
	<p>Physical health and fitness</p>	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
	<p>Healthy eating</p>	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
	<p>Drugs, Alcohol and tobacco</p>	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
	<p>Health and prevention</p>	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

		<ul style="list-style-type: none"> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.
	Basic first aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
	Changing adolescent body	<ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Relationships						
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>What is family?</p>	<p>That families are important for children growing up because they can give love, security and stability.</p> <p>Families offer stability and love.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Families are all different.</p>	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Healthy families.</p>	<p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>Families in the wider world.</p> <p>-</p>	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>Family life.</p> <p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>Family life</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p>Marriage</p> <p>-</p>	<p>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>What are friendships?</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations.</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations.</p>	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Healthy friendships.</p> <p>-</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations.</p>

	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Working with others.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Healthy friendships.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Friendship problems.</p>	Unhappy friendships	<p>Friendship conflict – Year 3 Learning who to trust – Year 3</p>		<p>experiences and support with problems and difficulties. Build a friend .</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Friendship skills – year 5</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Friendship skills – year 5</p> <p>-</p>	Resolving conflict – year 6 -
Respectful relationships	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. Adults in school.</p>	<p>The conventions of courtesy and manners. Introduction of manners and courtesy.</p> <p>Other people’s feelings – managing friendships</p>	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Cyberbullying.</p> <p>Friendship conflict v bullying.</p> <p>Effective communication</p>	<p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Respect and manners. The conventions of courtesy and manners. Respect and manners. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. - Bullying.</p> <p>How my behaviour affects others</p>	<p>The importance of self-respect and how this links to their own happiness. Respecting myself. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. Bullying.</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive. -</p>	<p>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. Respect. Practical steps they can take in a range of different contexts to improve or support respectful relationships. Respectful relationships.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults. -</p>
Online relationships		That people sometimes behave differently online, including by	That the same principles apply to online relationships as to face-to face relationships,	-	The rules and principles for keeping safe online, how to recognise risks, harmful content	- How information and data is shared and used online.

		pretending to be someone they are not. Communicating online. That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. Communicating online.	including the importance of respect for others online including when we are anonymous. Be kind online.		and contact, and how to report them. Staying safe online. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. Online friendships. -	
Being safe	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Appropriate contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Adults outside of school. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Getting lost Safety at home	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Secrets and surprises. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. My private parts are private How to recognise and report feelings of being unsafe or feeling bad about any adult. My private parts are private . Road safety Crossing roads safely	Keeping safe out and about	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Privacy and secrecy. -	How to report concerns or abuse, and the vocabulary and confidence needed to do so. -	- Where to get advice e.g. family, school and/or other sources.

Physical health and mental well-being

Mental well being	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Understanding my emotions.	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation breathing exercises. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Experiencing different emotions.	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation – stretches. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. Cyberbullying. Wonderful me My superpowers	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation – visualisation. That mental wellbeing is a normal part of daily life, in the same way as physical health. Mental health. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation – yoga. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Taking responsibility for my feelings. Where and how to seek support (including recognising the	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Relaxation – Mindfulness. - The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Change and loss
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	<p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Recognising other peoples emotions.</p> <p>What am I like?</p>	<p>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p>Change and loss Steps to success Developing a growth mindset</p>	<p>Resilience breaking down barriers</p>	<p>right support is made available, especially if accessed early enough.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>Emotions.</p> <p>Change and loss Celebrating mistakes Meaning and purpose my role My happiness</p>	<p>triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <p>Importance of rest Embracing failure Going for goals</p>	<p>What can I be? Resilience toolbox</p>
Internet safety and harms		<p>That for most people the internet is an integral part of life and has many benefits.</p> <p>Introduction to the internet.</p>	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>Fake emails.</p>	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Consuming information online.</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>Share aware.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Internet safety age restrictions.</p> <p>-</p>	<p>Where and how to report concerns and get support with issues online.</p> <p>- Staying safe online.</p>	<p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>Social media.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Social media.</p> <p>-</p>
Physical health and fitness	<p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>People who help us keep healthy.</p>	<p>The characteristics and mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a</p>		-	-	<p>The risks associated with an inactive lifestyle (including obesity).</p> <p>Taking responsibility for my health.</p> <p>How and when to seek support including which adults to speak</p>

		daily active mile or other forms of regular, vigorous exercise. Being active.				to in school if they are worried about their health. Physical health concerns. -
Healthy eating		What constitutes a healthy diet (including understanding calories and other nutritional content). Healthy diet.	The principles of planning and preparing a range of healthy meals. My healthy diary.	-	-	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). - Taking responsibility for my health.
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. safety with substances	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Staying safe with medicine.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Drugs, alcohol and tobacco making choices – Year 3 Drugs, alcohol and tobacco influences.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Tobacco.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Alcohol, drugs and tobacco making decisions.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. Alcohol . -
Health and prevention	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Sun safety The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. Ready for bed About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. Hand washing and personal hygiene. The facts and science relating to allergies, immunisation and vaccination Allergies .	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Looking after our teeth	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Diet and dental health.	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Looking after our teeth.	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. Sun safety	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The facts and science relating to allergies, immunisation and vaccination Immunisation. Good and bad habits

Basic first aid	<p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Making an emergency phone call</p> <p>People who help to keep us safe.</p>		<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>First aid emergencies and calling for help.</p> <p>First aid – Bites and stings.</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>- First aid – asthma.</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>First aid – bleeding.</p> <p>-</p>	<p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p>First aid – choking.</p> <p>First aid basic life support.</p> <p>-</p>
Changing adolescent body		<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age, including physical and emotional changes.</p> <p>My private parts</p>		<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age, including physical and emotional changes.</p> <p>Growing up</p> <p>Introducing puberty.</p> <p>-</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age, including physical and emotional changes.</p> <p>Emotional changes in puberty</p> <p>Puberty</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>Menstruation.</p>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age, including physical and emotional changes.</p> <p>Physical and emotional changes of puberty.</p> <p>Conception.</p> <p>Pregnancy and birth</p>