

East Meon Church of England Primary School – Relationships, Sex and Health Education (RHSE) Curriculum Progression Map

	Focus Area	Discoverers Class (EYFS)	Adventurers Class (Year 1/2)	Explorers Class (Year 3/4)	Voyagers Class (Year 5/6)
Relationships Education	Families and people who care for me	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love.</li> </ul>	<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, <b>security and stability</b>.</li> <li>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	Caring friendships	<ul style="list-style-type: none"> <li>The characteristics of friendships, including kindness and sharing interests and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>The characteristics of friendships, including truthfulness, trustworthiness and trust.</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of friendships, including mutual respect, loyalty and generosity.</li> </ul>	<ul style="list-style-type: none"> <li>The characteristics of friendships, including support with problems and difficulties.</li> </ul>
				<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>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.</li> </ul>
	Respectful relationships	<ul style="list-style-type: none"> <li>The conventions of courtesy and manners.</li> <li>About bullying and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of self-respect and how this links to their own happiness.</li> <li>About <b>different types of bullying</b> (including cyberbullying), <b>responsibilities of bystanders</b> (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>About different types of bullying (including cyberbullying), <b>the impact of bullying</b>, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>
				<ul style="list-style-type: none"> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
	Online relationships	<ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships.</li> </ul>	<ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships, <b>including the importance of respect for others online</b>.</li> <li>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> </ul>	<ul style="list-style-type: none"> <li>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online <b>including when we are anonymous</b>.</li> <li>That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>Awareness of the risks associated with people they have never met.</li> </ul>	<ul style="list-style-type: none"> <li><b>How to critically consider their online friendships and sources of information</b> including awareness of the risks associated with people they have never met.</li> <li>How information and data is shared and used online.</li> </ul>
	Being safe	<ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter whom they do not know.</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>What sorts of boundaries are appropriate in friendships with peers and others <b>(including in a digital context)</b>.</li> <li>How to respond safely and appropriately to adults they may encounter <b>(in all contexts, including online)</b> whom they do not know.</li> </ul>	<ul style="list-style-type: none"> <li>How to report concerns or abuse, <b>and the vocabulary and confidence needed to do so</b>.</li> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>
<ul style="list-style-type: none"> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>How to report concerns or abuse.</li> </ul>					

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Mental Wellbeing	<ul style="list-style-type: none"> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness).</li> <li>The benefits of physical exercise and time outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) <b>and scale of emotions that all humans experience in relation to different experiences and situations.</b></li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>The benefits of physical exercise, time outdoors, <b>community participation, voluntary and service-based activity on mental wellbeing and happiness.</b></li> <li>Where are 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).</li> <li>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 it is accessed early enough.</li> </ul>
	<ul style="list-style-type: none"> <li>That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>			
Internet Safety and Harms	<ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> </ul>		<ul style="list-style-type: none"> <li>About the benefits of rationing time spent online and the risks of excessive time spent on electronic devices.</li> <li>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.</li> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<ul style="list-style-type: none"> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices <b>and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</b></li> <li>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.</li> <li>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>
	<ul style="list-style-type: none"> <li>Where and how to report concerns and get support with issues online.</li> </ul>			
Physical Health and Fitness			<ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
	<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>			
Healthy Eating	<ul style="list-style-type: none"> <li>What constitutes a healthy diet.</li> <li>The characteristics of a poor diet.</li> </ul>		<ul style="list-style-type: none"> <li>What constitutes a healthy diet (<b>including nutritional content</b>).</li> <li>The characteristics of a poor diet <b>and risks associated with unhealthy eating (including, for example, obesity and tooth decay)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>What constitutes a healthy diet (<b>including understanding calories</b> and other nutritional content).</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) <b>and other behaviours (e.g. the impact of alcohol on diet or health)</b>.</li> </ul>
	<ul style="list-style-type: none"> <li>The principles of planning and preparing a range of healthy meals.</li> </ul>			
Drugs, Alcohol and Tobacco				<ul style="list-style-type: none"> <li>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>

	Health and Prevention	<ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.</li> </ul>		<ul style="list-style-type: none"> <li>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, <b>including skin cancer</b>.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>
	Basic First Aid			<ul style="list-style-type: none"> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	
		<ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> </ul>			

Sex and Relationships Education	Focus Area	Discoverers Class (EYFS)	Adventurers Class (Year 1/2)	Explorers Class (Year 3/4)	Voyagers Class (Year 5/6)
	Changing Body	<ul style="list-style-type: none"> <li>About how girls and boys are different.</li> <li>The names for private parts.</li> </ul>		<ul style="list-style-type: none"> <li>Hygiene changes due to growth, for example, the need to wash more frequently as sweating more, wearing deodorant.</li> </ul>	<ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> <li>About wet dreams.</li> </ul>
	Sex, Pregnancy and Childbirth	<ul style="list-style-type: none"> <li>Women have babies.</li> </ul>	<ul style="list-style-type: none"> <li>How we grow – differences between baby, toddler, child and adult.</li> </ul>		Year 6 only: <ul style="list-style-type: none"> <li>That sexual intercourse can occur within a loving and committed relationship.</li> <li>Legal ages and consent for sexual intimacy.</li> <li>Sexual intercourse itself, including male and female body parts and penetration.</li> <li>Main stages of pregnancy – conception, growth of foetus, birth.</li> </ul>
	Privacy and Social Rules	<ul style="list-style-type: none"> <li>Explore getting changed at school, teach that you do not need to take your pants off.</li> </ul>	<ul style="list-style-type: none"> <li>Keeping private areas private, explaining what is ok to show and when it is ok to show private areas.</li> <li>Social norms around getting changed, being sensitive towards others.</li> <li>Learning about personal space.</li> </ul>	<ul style="list-style-type: none"> <li>What is inappropriate touching, for example, comparing a hug or holding hands to touching private areas.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding what sexual abuse is, how to share concerns and trusted adults.</li> </ul>