Progression in RSE

New York Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statutory Guidance - Relationship Education						
Families and people who care for me	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.	Families, either in school or the wider world, sometimes look different to their family, by that they should respect those differences and know that other children's families are also characterised by love and care.	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.	Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life long	To recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring for me	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, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.	Friendships have ups and downs, these can be often worked through so that the friendship can be repaired or even strengthened and that resorting to violence is never right.	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	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. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness.				
		Practical steps they can take in a range of different contexts to improve or support respectful relationships.	That in school and 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.	Different types of bullying (including cyber bullying), 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 permissions-seeking and giving in relationships with friends, peers and adults.
Online relationships	People sometimes behave differently online, including pretending to be someone they are not.	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.	
				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.	How information and data is shared and used online.	
Being safe	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. Where to get advice e.g. family, school, other resources				

	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	What sort of boundaries are appropriate in friendships with peers and others (including a digital context).	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact.	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.

Physical health and mental wellbeing

Mental wellbeing	That mental well-being 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 a scale of emotions that all humans experience in relation to different experiences and situations. 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).				
	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.	There are simple self-care techniques, including the importance of rest, time spent with family and friends and the benefits of hobbies and interests.	The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.	Isolation and loneliness can affect children and that is it very important for children to discuss their feelings with an adult and seek support. That is it common for people to experience ill mental health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms					

Physical health and fitness	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 and 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.	
Healthy eating	What constitutes a healthy diet.	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).		
Drugs, alcohol and tobacco				The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Dental health and the benefits of good oral hygiene and dental flossing, including regular check ups at the dentist.	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Safe and unsafe skin exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Personal hygiene and germs including bacteria and 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	How to make a clear and efficient call to emergency services if necessary.	The concepts of basic first aid, for example dealing with common injuries including head injuries.	
Changing adolescent body		Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to age 11, including physical and emotional changes,	The facts about menstrual wellbeing, including those about the menstrual cycle.