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| **Relationships Education**  My Life Progression Map R-6 | **Key Stage 1 Years R-2** | **Lower Key Stage Years 3/4** | **Upper Key Stage 2 Years 5/6** |
| **Families and people who care for me:** Big questions | 1.1.4 Who are the special people in my life and why are they special?  2.1.1 What is a family?  2.1.2 How are families different and the same?  2.1.3 How do you spend time with your family?  2.1.4 What is a wedding and why do people get married? | 3.2.5 How can I deal with difficult situations in my life?  3.6.5 What can I do and where can I go for help if I am worried or feel uncomfortable? | 5.2.2 How do we feel when we lose someone we love?  5.2.3 Why do people have a funeral?  5.2.4 How do different cultures celebrate the lives of their loved ones when they die?  5.2.5 What is divorce and why does it happen?  6.2.1 What is the difference between love and friendship?  6.2.5 What happens during pregnancy? |
| **Caring friendships:** Big questions | 1.1.4 Who are the special people in my life and why are they special?  2.3.1 How can we make people feel welcome and included?  2.3.2 How can we include everyone in our games?  2.3.3 How can we solve problems with friends when we fall out? | 4.4.1 What makes a fantastic friend?  4.6.1 Why is friendship important?  4.6.2 What makes a good friend?  4.4.3 How can we show respect to others when friendships break down and how can we show respect to ourselves?  4.6.4 What does it feel like to be excluded?  4.6.3 What can we do when we fall out with friends?  4.6.5 What does a healthy friendship look like? | 5.6.1 What does friendship look like?  5.6.5 Is an online friend the same as a real friend?  5.6.3 What can you do if you think someone is being bullied?  5.6.4 How do you know who to trust?  5.6.2 How can we deal with our emotions and behaviour when we fall out with friends? |
| **Respectful relationships:** Big questions | 2.3.4 What special things have people done in the past to ensure everyone is included?  2.5.1 What can I do to help people feel happier?  2.3.2 How can we include everyone in our games?  1.1.3 What makes me special?  2.3.3 How can we solve problems with friends when we fall out? | 3.5.4 What is it like when people make assumptions about you?  3.5.5 How can I know what to say when people say things based on stereotypes?  3.6.3 What do I do if I don’t agree?  4.4.2 How can I stand up for myself?  4.4.5 Is teasing respectful?  3.5.1 Are all boys the same? Are all girls the same?  3.5.2 Are all men the same? Are all women the same?  3.5.3 Can we change traditional stereotypes?  3.6.4 What decisions are mine to make? | 5.1.5 Do looks really matter?  6.2.3 What is ‘consent’ and how does it relate to our lives?  5.1.1 What can my body do for me?  5.1.2 What does the perfect body look like?  5.1.3 Are all images we see real?  5.1.4 Does it matter if images that have been significantly altered are used in adverts, online, or otherwise published?  5.3.4 How does online advertising work? |
| **Online relationships:** Big questions | 1.2.4 How can I keep myself safe? | 3.1.1 What is good and bad about the internet?  3.1.2 What is my personal information?  3.1.3 How are online friends different from friends in the real world?  3.1.5 What advice about being safe online do pupils in Year 3 need? | 6.5.5 How can I be in control online?  6.5.3 What personal information should I share online? |
| **Being safe:** Big questions | 2.2.4 Who can I talk to if things don’t feel right?  1.2.2 What keeps me safe outside?  1.2.4 How can I keep myself safe? | 3.1.3 How are online friends different from friends in the real world?  4.6.5 What does a healthy friendship look like?  3.1.2 What is my personal information?  3.6.4 What decisions are mine to make?  4.4.2 How can I stand up for myself?  3.1.5 What advice about being safe online do pupils in Year 3 need?  3.6.5 What can I do and where can I go for help if I am worried or feel uncomfortable?  4.3.4 How can we keep safe near water? | 5.5.3 What are the functions of genitalia?  6.2.2 What is sexual attraction?  6.2.3 What is ‘consent’ and how does it relate to our lives?  6.2.4 What is sexual intercourse?  5.6.4 How do you know who to trust? |
| **Health Education** | **Key Stage 1 years R-2** | **Lower Key Stage 2 years 3-4** | **Upper Key Stage 2 years 5-6** |
| **Mental wellbeing:** Big questions | 2.4.1 Why is it important to look after our minds and wellbeing?  2.4.2 How can I describe my emotions?  2.3.1 How can we make people feel welcome and included?  1.1.2 How can emotions change people’s behaviour?  1.1.1 What are feelings and how can I show them?  2.4.4 How can you look after your feelings and care for yourself?  1.3.1 How does exercise keep me healthy?  1.4.1 How do I feel about my beautiful world?  1.4.3 Can we make new products from things we would have thrown away?  2.5.1 What can I do to help people feel happier?  1.3.1 How does exercise keep me healthy?  1.4.1 How do I feel about my beautiful world?  1.3.4 How can we keep healthy in the sun?  2.2.2 How can we get healthier?  2.4.3 How can screen time and sleep affect the way we feel?  1.2.1 What keeps me safe at school? | 3.2.1 What are achievements and why and how do we celebrate them?  3.6.2 What is important to me?  3.2.3 What does it mean to be resilient?  3.3.4 How can I help people in my community?  3.4.4 Why is it good for us to spend time outdoors?  3.2.5 How can I deal with difficult situations in my life?  3.4.3 What happens to my body if I don’t exercise?  3.6.1 What are my likes and dislikes?  4.4.5 Is teasing respectful?  3.1.5 What advice about being safe online do pupils in Year 3 need?  3.2.4 What is a growth mindset and what does it mean for me?  3.2.2 What are my aspirations | 6.3.1 What are emotions and how can they affect the way we act?  5.2.1 How do we feel when we lose something?  5.2.2 How do we feel when we lose someone we love?  5.2.3 Why do people have a funeral?  6.3.2 What is mindfulness?  6.3.5 How do you feel when things change?  5.4.4 What does ‘zero-waste’ mean?  6.3.3 What is self-care and how can I use self-care to help keep a healthy mind?  6.3.4 Why is sleep important? |
| **Internet safety and harms:** Big questions | 1.3.3 How can being online be unhealthy?  2.4.3 How can screen time and sleep affect the way we feel? | 3.1.1 What is good and bad about the internet?  3.1.4 Is too much online gaming bad for you?  3.1.5 What advice about being safe online do pupils in Year 3 need? | 6.5.1 Progress and the internet – is it all bad?  6.5.5 How can I be in control online?  6.5.4 How can we show friendship in the real and virtual worlds?  5.1.3 Are all images we see real?  5.6.5 Is an online friend the same as a real friend?  5.3.1 What is fake news?  5.3.2 How can we work out which websites are reliable, and which aren’t?  5.3.4 How does online advertising work?  5.1.4 Does it matter if images that have been significantly altered are used in adverts, online, or otherwise published?  5.3.3 What is clickbait? |
| **Physical health and fitness:** Big questions | 1.3.1 How does exercise keep me healthy?  2.2.1 What and who keeps us healthy as we grow up?  2.2.2 How can we get healthier? | 3.4.1 Why is being active good for our minds and our bodies?  3.4.2 Can exercise be fun, quick and free?  3.4.3 What happens to my body if I don’t exercise?  3.4.5 What are the signs I might be getting ill (physically or mentally) and who can I go to if I am worried? | 6.3.3 What is self-care and how can I use self-care to help keep a healthy mind?  5.1.1 What can my body do for me?  5.1.3 Are all images we see real? |
| **Healthy eating:** Big questions | 1.3.2 Why is sugar bad for my teeth? | 4.1.1 What is a healthy diet?  4.1.3 How can I plan and create healthy meals?  4.1.2 What is a poor diet and how does being unhealthy affect us? | 5.1.3 Are all images we see real? |
| **Drugs, alcohol and tobacco:** Big questions | 1.2.3 How can we keep ourselves safe at home? | N/A | 6.1.1 What is a drug?  6.1.2 Which drugs are legal and which are illegal, and what are the dangers of illegal drugs?  6.1.3 Why do people take drugs?  6.1.4 What are the dangers of smoking?  6.1.5 What is alcohol and how does it affect the body and the brain? |
| **Health and prevention:** Big questions | 1.3.4 How can we keep healthy in the sun?  2.2.2 How can we get healthier?  1.3.2 Why is sugar bad for my teeth?  2.2.3 How do I keep clean and healthy?  2.2.1 What and who keeps us healthy as we grow up? | 4.1.4 How can I recognise when I am not physically well or my body is becoming unhealthy, and what can I do about it?  4.1.5 How can I keep my teeth healthy and what are the benefits? | 6.3.4 Why is sleep important?  5.5.2 How do our emotions change during puberty? |
| **Basic first aid:** Big questions | N/A | 4.3.1 What is an emergency?  4.3.3 How can we prevent fire-based emergencies and keep ourselves safe?  4.3.2 What is first aid? | N/A |
| **Changing adolescent body:** Big questions | N/A | N/A | 5.5.1 What is puberty?  5.5.2 How do our emotions change during puberty?  5.5.3 What are the functions of genitalia?  5.5.4 What is the menstrual cycle?  5.5.5 What happens to boys during puberty?  6.2.1 What is the difference between love and friendship?  6.2.4 What is sexual intercourse? |
| **Living in the Wider World** | **Key stage 1** | **Lower Key stage 2** | **Upper Key stage 2** |
| **Shared responsibilities:** Big questions | 1.4.4 How can we make a difference in our class about rubbish?  1.2.1 What keeps me safe at school?  1.4.2 How can we reduce rubbish?  1.4.3 Can we make new products from things we would have thrown away?  2.5.2 What can I do to help the world?  2.5.3 Who really lives in my local environment?  2.5.4 How can I help wildlife? | 4.2.2 What rights and responsibilities do we have in our classroom?  4.4.4 Who are my Five Trusted People?  4.2.1 Do we all have the right to play?  4.2.3 What is the United Nations Convention on the Rights of the Child?  4.2.5 What makes me happy and how can I help bring some happiness to others?  3.3.3 How do I belong to my community?  4.4.5 Is teasing respectful?  4.6.3 What can we do when we fall out with friends?  3.3.5 How can we design a community centre that is suitable for everyone?  4.3.5 How can we say ‘thank you’ for the work that the emergency services do? | 6.6.1 What keeps me safe?  6.6.2 What are children’s rights and how are they balanced with responsibilities?  6.4.2 What are global sustainable development goals?  6.6.5 Should the punishment fit the crime?  6.4.4 What positive environmental changes are happening across the world?  6.4.3 What are the global consequences of our personal choices and what damage can they do to the environment?  6.4.5 How can we help towards sustainable development goals in our own lives – at school and at home? How can we encourage and inspire others to do the same?  5.4.3 How can we make positive changes to reduce the amount of single-use plastic we use?  5.4.5 How can we promote ‘reduce, recycle, reuse’ within our school community?  6.6.4 Where do you stand?  5.4.2 How does plastic affect our planet?  5.4.1 Why do we use plastic?  6.4.1 How are humans damaging land, air and water? |
| **Communities:** Big questions | 1.1.4 Who are the special people in my life and why are they special?  1.4.4 How can we make a difference in our class about rubbish?  1.2.2 What keeps me safe outside?  2.5.1 What can I do to help people feel happier?  2.5.2 What can I do to help the world?  2.5.3 Who really lives in my local environment?  2.5.4 How can I help wildlife? | 3.3.1 What is my class community?  3.3.3 How do I belong to my community?  3.3.2 What is my family community?  4.2.3 What is the United Nations Convention on the Rights of the Child?  4.2.4 What happens when rights are taken away?  4.4.5 Is teasing respectful?  3.5.5 How can I know what to say when people say things based on stereotypes? | 6.6.3 What is a community and what does it mean to be a part of one?  6.4.5 How can we help towards sustainable development goals in our own lives – at school and at home? How can we encourage and inspire others to do the same?  6.6.1 What keeps me safe?  6.6.5 Should the punishment fit the crime? |
| **Media literacy and digital resilience:** Big questions | 1.3.3 How can being online be unhealthy? | 3.1.1 What is good and bad about the internet?  3.1.4 Is too much online gaming bad for you?  3.1.5 What advice about being safe online do pupils in Year 3 need?  3.1.2 What is my personal information?  3.1.3 How are online friends different from friends in the real world? | 5.3.5 Can we believe everything we see online?  6.5.2 Why do we need secure, memorable passwords online?  5.3.2 How can we work out which websites are reliable, and which aren’t?  5.3.3 What is clickbait?  6.5.3 What personal information should I share online?  5.1.4 Does it matter if images that have been significantly altered are used in adverts, online, or otherwise published?  5.3.1 What is fake news?  6.5.4 How can we show friendship in the real and virtual worlds? |
| **Economic wellbeing: money:** Big questions | 1.5.1 Where does my money come from?  1.5.2 How can I keep my money safe?  1.5.3 Where do adults get their money?  1.5.4 What job would I like to do when I grow up? | 4.5.1 Where does money come from and how can it be used?  4.5.5 How does business work?  4.5.2 What does society do to manage our money?  4.5.4 How does business work? | 5.4.4 What does ‘zero-waste’ mean?  6.1.5 What is alcohol and how does it affect the body and the brain?  6.5.1 Progress and the internet – is it all bad? |
| **Economic wellbeing: Aspirations, work and career:** Big questions | 1.5.4 What job would I like to do when I grow up?  1.5.3 Where do adults get their money?  1.2.2 What keeps me safe outside? | 4.5.5 How does business work?  4.5.3 What can we do to make money in our lives?  3.5.1 Are all boys the same? Are all girls the same? | 6.3.1 What are emotions and how can they affect the way we act? |

EYFS Skills and knowledge progression

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| 30-50 months | Personal, social and Emotional Development | Self-confidence and self- awareness | * To select and use activities and resources with help. * To welcome and value praise for what they have done. * To enjoy the responsibility of carrying out small tasks. * To be confident talking to other children when playing and communicate freely about home and community. * To show confidence in asking adults for help. |
|  | Managing feelings and behaviour | * To be aware of own feelings and know that some actions and words can hurt others’ feelings. * To begin to accept the needs of others and to take turns and share resources, sometimes with support from others. * To usually tolerate delay when needs are not immediately met and understand wishes may not always be met. * To usually adapt behaviour to different events, social situations and changes in routine. |
|  | Making relationships | * To play in a group, extending and elaborating play ideas. * To initiate play, offering cues to peers to join them. * To keep play going by responding to what others are doing or saying. * To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults |
| Physical development | Health and self-care | * To tell adults when hungry or tired, or when they want to rest or play. * To gain more bowel and bladder control and can attend to toileting needs most of the time themselves. * To usually manage washing and drying hands. * To dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened. |
| Understanding the world | People and communities | * To show interest in the lives of people who are familiar to them. To remember and talk about significant events in their own experiences. * To recognise and describe special times or events for family or friends. * To show interest in different occupations and ways of life. * To know some of the things that make them unique and talk about some of the similarities and differences in relation to friends and family. |
| 40-60 months | Personal, social and emotional development | Self-confidence and self-awareness | * To be confident to speak to others about own needs, wants, interests |
|  | Managing feelings and behaviour | * To explain own knowledge and understanding, and ask appropriate questions of others. * To take steps to resolve conflicts withother children, e.g. finding a compromise. |
|  | Making relationships | * To understand that own actions affect other people. E.g. becomes upset or tries to comfort another child when they realise they have upset them. * To be aware of the boundaries set and of behavioural expectations in the setting. * To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
|  | Physical development | Health and self-care | * To eat a range of healthy foodstuffs and understand a need for a variety of food. * To usually be dry and clean during the day. * To show some understanding that good practices with regard to exercise, eating, sleeping, and hygiene can contribute to good health. * To show understanding of the need for safety when tackling new challenges and consider and manage some risks. * To practise some appropriate safety measures without direct supervision. |