

## Progression of Knowledge & Vocabulary In PSHE

| EYFS   | Year 1  | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
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| <p><b>PSED ELG:</b><br/> <b>Making Relationships</b><br/>           Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>PSED ELG:</b><br/> <b>Self Confidence and self awareness</b><br/>           Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>PSED ELG:</b><br/> <b>Managing feelings and behaviour</b><br/>           Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p> | <ul style="list-style-type: none"> <li>• Recognise their feelings</li> <li>• Explain their ideas as responses to an issue</li> <li>• Find a partner and sit with them and work with them</li> <li>• Develop skills of speaking and listening</li> <li>• Negotiate with a partner</li> <li>• Recognise their likes and dislikes</li> <li>• Demonstrate compassion</li> <li>• Demonstrate making simple choices               <ul style="list-style-type: none"> <li>• Understand the concept of risk</li> <li>• To know who to tell</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their feelings</li> <li>• Explain their ideas, and responses to an issue</li> <li>• Work with others</li> <li>• Develop active listening skills and check for clarification</li> <li>• Understand verbal and non-verbal communication</li> <li>• Know that it is okay to make mistakes</li> <li>• Demonstrate compassion and empathy</li> <li>• To know that saying 'No' means No</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their own likes and dislikes, traits and individual preferences</li> <li>• Demonstrate active listening skills</li> <li>• Demonstrate compassion, empathy and tolerance</li> <li>• Demonstrate they can work in a group or with others</li> <li>• Understand that they have choices and points of choice</li> <li>• Explore factors that explore choosing</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise simple body language</li> <li>• Understand verbal and non-verbal communication</li> <li>• Become more assertive in themselves and ask for time to think things through</li> <li>• Recognise the influences over choice and decisions – both internal and external</li> <li>• Demonstrate that they know the process for decision making</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their own and other people's personality traits, individual preferences and characteristics</li> <li>• Consider how they respond to challenging circumstances e.g conflict and violence</li> <li>• Demonstrate respectful interactions with others</li> <li>• Value themselves and others</li> <li>• Demonstrate their knowledge of group dynamics</li> <li>• Recognise the importance of skill and how different people bring this to tasks</li> <li>• Demonstrate the use of the decision making process</li> <li>• Recognise decision and choices they may have to make in the future               <ul style="list-style-type: none"> <li>• Know ways of coping in difficult situations</li> <li>• Recognise risk in different situations and make judgements about how to respond in order to keep safe</li> <li>• Recognise peer influence</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Recognise their own and other people's personality traits, individual preferences and characteristics</li> <li>• Consider how they respond to challenging circumstances e.g conflict and violence</li> <li>• Demonstrate respectful interactions with others</li> <li>• Value themselves and others</li> <li>• Demonstrate their knowledge of group dynamics</li> <li>• Recognise the importance of skill and how different people bring this to task</li> <li>• Demonstrate the use of the decision making process</li> <li>• Recognise decisions and choices they may have to make in the future               <ul style="list-style-type: none"> <li>• Know ways of coping in difficult situations</li> <li>• Recognise risk in different situations and make judgments about how to respond in order to keep safe</li> <li>• Recognise peer influence</li> </ul> </li> </ul> |

### Living in the Wider World

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p><b>Understanding the world ELG:</b><br/> <b>People and communities</b><br/> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>PSED ELG:</b><br/> <b>Self Confidence and self awareness</b><br/> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> | <ul style="list-style-type: none"> <li>•Know about group and class rules and why they are important</li> <li>•Know about respecting the needs of ourselves and others</li> <li>•Know about groups and communities that they belong to about looking after the local environment</li> <li>•Know where money comes from and what it is used</li> <li>•Know what money is used for</li> <li>•Understand that everybody is unique</li> <li>•Know the ways we are the same as other people</li> <li>•Know about the people who work in their community</li> <li>•Know how to get help even in an emergency</li> </ul> | <ul style="list-style-type: none"> <li>•Know about group and class rules and why they are important</li> <li>•Understand about respecting the needs of ourselves and other</li> <li>•Know about groups and communities that they belong to Know about looking after the local environment</li> <li>•Understand about where money comes from and what it is</li> <li>•Understand how to keep money safe</li> <li>•Understand that everybody is unique</li> <li>•Understand about the ways we are the same as other people</li> <li>•Know about the people who work in their community</li> <li>•Know how to get their help, including in an emergency</li> </ul> | <ul style="list-style-type: none"> <li>•Understand how to discuss and debate issues concerning health and wellbeing</li> <li>•Know about the ways in which rules and laws keep people safe take part in making and changing rules</li> <li>•Know about their responsibilities, rights and duties (home, school and the environment)</li> <li>•Understand about resolving differences – agreeing and disagreeing</li> <li>•Appreciate difference and diversity (people living in the UK)</li> <li>•Understand about the role of money</li> <li>•Understand the ways of managing money (budgeting and saving)</li> <li>•Know that information presented in the media can be misleading</li> </ul> | <ul style="list-style-type: none"> <li>•Discuss and debate issues concerning health and wellbeing</li> <li>•Know about the ways in which rules and laws keep people safe</li> <li>•Take part in making and changing rules</li> <li>•Understand that everyone has human rights (and that children have their own set of human rights)</li> <li>•Know about the UN declaration on the Rights of the Child</li> <li>•Understand about their responsibilities, rights and duties (home, school and the environment)</li> <li>•Understand about resolving differences – agreeing and disagreeing</li> <li>•Know about being part of a community</li> <li>•Know about who works with the local community</li> <li>•Understand about the role of money</li> <li>•Know about ways of managing money (budgeting and saving)</li> <li>•Understand that information presented in the media can be misleading</li> </ul> | <ul style="list-style-type: none"> <li>•To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>•Know why and how laws are rules and laws are made Take part in making and changing rules</li> <li>•Understand about the importance of human rights (and the Rights of the Child)</li> <li>•Know about the UN declaration on the Rights of the Child</li> <li>•Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>•Understand that human rights overrule any beliefs, ideas or practices that harm others</li> <li>•Understand about what it means to be a part of a community</li> <li>•Know about different groups / individuals that support the local community</li> <li>•Know about the role of voluntary, community and pressure groups</li> <li>•Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>•Understand how finance plays an important part in people's lives Know about being a critical</li> </ul> | <ul style="list-style-type: none"> <li>•To research, discuss and debate to discuss and debate issues concerning health and wellbeing</li> <li>•Know why and how laws are rules and laws are made</li> <li>•Take part in making and changing rules</li> <li>•Understand about the importance of human rights (and the Rights of the Child)</li> <li>•Know about the UN declaration on the Rights of the Child</li> <li>•Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights</li> <li>•Know that human rights overrule any beliefs, ideas or practices that harm others</li> <li>•Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</li> <li>•Know about the lives, values and customs of people living in other places</li> <li>•Know how finance plays an important part in people's lives</li> <li>•Know about being a critical consumer</li> <li>•Understand 'loan, interest and debt</li> <li>•Understand about the importance of looking after money, including managing loans and debt</li> </ul> |
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|  |  |  |  |  | consumer<br>•Understand 'loan, interest and debt'<br>•Know about how resources are allocated and the effect this has on individuals, communities and the environment | •Know that people pay 'tax' to contribute towards society<br>•Know about how resources are allocated and the effect this has on individuals, communities and the environment<br>•Know what it takes to set up an enterprise<br>•Know about what enterprise means for work and society<br>•To be critical of what they see and read in the media<br>•To critically consider information they choose to forward to |
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#### LIVING IN THE WIDER WORLD VOCABULARY PROGRESSION

|                            | EYFS                                  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6   |
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| Red vocab is new to cohort | Rules. Special, People, Friend, Money | Rules, responsibilities, needs, group, environment, money, spend, save, safety, everybody, individual, unique, special, people, similar, help, emergencies, bullying, friend | Rules. Rights. Responsibilities, needs, communities, group, environment, money, spend, save, savings, everyone, individual, unique, special, people similarities, differences, commonalities, help, emergency, likes, dislikes, bullying | Discussion, debate, problems, events, rules, laws, making, changing, human rights, children rights, anti-social behaviour, aggression, bullying, discrimination, rights, duties, differences, points of view, decisions, choices, communities, volunteers, difference, diversity, identity, values, customs, money, spending, resources, environment, choices, enterprise, entrepreneur, social media, information | Discussion, debate, topical, issues, problems, events, rules, laws, human rights, children's rights, antisocial behaviour, aggression, bullying, discrimination, rights, duties, resolving differences, points of view, decisions, discussions, communities, volunteers, pressure groups, difference, diversity, identity, UK, citizen, values, customs, money, spending budgeting, resources, sustainability, | Discussion, debate, topical issues, problems, events, bias. Rules, laws, making and changing rules, human rights, children rights media, social media, forwarding, practice against human rights, anti-social; behaviour, aggression, bullying, discrimination, rights, duties, resolving, difference, view point, decisions, choices, communities, volunteers, pressure groups, health and wellbeing., diversity, identity UK, values, | Discussion, debate, topical issues, problems, events, bias. Rules, laws, making and changing rules, human rights, children rights media, social media, forwarding, practice against human rights, FGM, anti-social; behaviour, aggression, bullying, discrimination, rights, duties, resolving, difference, view point, decisions, choices, communities, volunteers, pressure groups, health and well-being., diversity, |

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|  |  |  |  |  | enterprise, entrepreneurs, social media, information, forwarding | customs, money, spending, budgeting, interest, loan, debt, resources, sustainability, enterprise, skills, entrepreneurs, media, social media, forwarding information | identity UK, values, customs, money, spending, budgeting, interest, loan, debt, tax, resources, sustainability, economics, enterprise, skills, entrepreneurs, media, social media, forwarding information |
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## Relationships

| EYFS   | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6   |
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| <p><b>PSED ELG:</b><br/> <b>Making Relationships</b><br/> Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>PSED ELG:</b><br/> <b>Self Confidence and self awareness</b><br/> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> | <ul style="list-style-type: none"> <li>•Recognising how other people are feeling</li> <li>•Share their own feelings with others</li> <li>•Know about different types of behaviour and how this can make others feel</li> <li>•Know about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>•With support share their views and opinions with others</li> <li>•Know about listening to others and playing cooperatively</li> <li>•Know about the importance for respect for the differences and similarities between people</li> <li>•Know about special people in their lives (Parents / family)</li> <li>•Know about appropriate and</li> </ul> | <ul style="list-style-type: none"> <li>•Recognising how other people are feeling</li> <li>•Share their own feelings with others</li> <li>•Understand about different types of behaviour and how this can make others feel</li> <li>•Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</li> <li>•Confidently share their views and opinions with others</li> <li>Know about listening to others and playing cooperatively about the importance of respect for differences and similarities between people</li> <li>•Know about special people in their lives (Parents / family / friends)</li> <li>•Know about</li> </ul> | <ul style="list-style-type: none"> <li>•Recognise a wider range of feelings in others</li> <li>•Respond to how others are feeling</li> <li>T</li> <li>•Recognise a wider range of feelings in others</li> <li>•Respond to how others are feeling</li> <li>Work collaboratively toward shared goals</li> <li>•Know about differences and similarities between people, but understand everyone is equal</li> <li>•Recognise bullying - themselves and others</li> <li>•Know how to respond and ask for help</li> <li>•Know about what is meant by 'stereotypes'</li> <li>•Know about the importance of keeping personal boundaries and the right to privacy</li> </ul> | <ul style="list-style-type: none"> <li>•Know about what makes a positive, healthy relationship, including friendships</li> <li>•Know how to maintain good friendships</li> <li>•Understand how actions can affect ourselves and others</li> <li>•Know about the difference between acceptable and unacceptable physical contact</li> <li>•Know how to respond to unacceptable physical contact</li> <li>•Work collaboratively toward shared goals</li> <li>•Recognise differences and similarities between people, but understand everyone is equal</li> <li>•Recognise all forms of bullying</li> <li>•Know how to respond and ask for help</li> </ul> | <ul style="list-style-type: none"> <li>•Know about different types of relationships (friends, families, couples, marriage, civil partnership)</li> <li>•Know about what constitutes a positive, healthy relationship</li> <li>•Recognise when a relationship is unhealthy</li> <li>Judge whether physical contact is acceptable or unacceptable and how to respond</li> <li>•Model negotiation and compromise strategies to resolve disputes and conflict</li> <li>•Give helpful feedback and support to others</li> <li>•Know about the factors that make people the same or different</li> <li>•Recognise and challenge 'stereotypes'</li> <li>•Know about the correct use of the terms sex, gender</li> </ul> | <ul style="list-style-type: none"> <li>•Know about different types of relationships</li> <li>•Know what constitutes a positive, healthy relationship</li> <li>•Know how to maintain a healthy relationship</li> <li>•Know about committed loving relationships (including marriage and civil partnership)</li> <li>•Know that marriage, arranged marriage and civil partnership is between two people who willingly agree</li> <li>•Know that to force anyone into marriage (forced marriage) is illegal</li> <li>•Know about the importance speaking out about forced marriage</li> <li>•Know about confidentiality</li> <li>•Know about times when it appropriate and necessary to break a confidence</li> </ul> |

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|  | inappropriate touch<br>•Know that bodies and feelings can be hurt<br>•Know that teasing and bullying hurts<br>•Know what to do if teasing and bullying is happening to themselves | appropriate and inappropriate touch<br>•Know that bodies and feelings can be hurt<br>•Know that hurtful teasing and bullying is wrong<br>•Know what to do if teasing and bullying is happening to themselves and others |  | •Recognise dares<br>Know about what is meant by 'stereotypes'<br>•Know about the importance of keeping personal boundaries | identity and sexual orientation<br>•Recognise dares<br>•Know about the importance of keeping personal boundaries and the right to privacy | •Know about judging whether physical contact is acceptable or unacceptable<br>•Know how to respond<br>•Confidently negotiate and compromise strategies to resolve disputes and conflict<br>•Give helpful feedback and support to others<br>• Recognise and manage dares<br>•Understand about the importance of keeping personal boundaries and the right to privacy |
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#### RELATIONSHIPS PROGRESSION OF VOCABULARY

|                            | EYFS  | Year 1  | Year 2  | Year 3   | Year 4  | Year 5  | Year 6   |
|----------------------------|---|---|---|--|---|---|--|
| Red vocab is new to cohort | Feelings, Happy, unhappy, sad, right, wrong | feelings, behaviour, fair, unfair, right, wrong, secrets, surprises, safety, share, discuss, view, opinion, co-operate, special, solve, argument, similar different, feelings, hurt, tease, bully | feelings, behaviour, right, wrong, fair, unfair, secret, surprise, safety, share, discuss, view, opinion, co-operate, resolve, argue, similarities, differences, special, caring, physical, contact, acceptable, unacceptable, tease, bullying, sharing | Feelings, empathy, friendships, families, couples, relationship, actions, behaviour, consequences, physical contact, acceptable, unacceptable, private, secrets, surprises, personal, safety, listening, viewpoints, opinions, respect, collaborate, feedback, ,support, compromise, identity, similarities, differences, equality, bullying, aggressive behaviour, stereotype, privacy, sharing | Feelings, empathy, recognising feelings in others, feelings, friendships, families, couples, positive relationship, actions, behaviour, consequences, physical contact, acceptable, unacceptable, confidentiality, secrets, surprises, personal, safety, listening, viewpoints, opinions, respect, collaborate, support, negotiate, compromise, identity, similarities, differences, equality, bullying, aggressive behaviour, dares, | Feelings, empathy, recognising feelings in others, feelings, friendships, families, couples, positive relationship, committed loving relationship, marriage, actions, behaviour, consequences, physical contact, acceptable, personal boundaries, confidentiality, secrets, surprises, personal, safety, listening, viewpoints, opinions, respect, collaborate, feedback, shared goals, support, negotiate, | Feelings, empathy, recognising feelings in others, feelings, friendships, families, couples, positive relationship, unhealthy pressure, committed loving relationship, civil partnership, marriage, forced marriage, actions, behaviour, consequences, physical contact, acceptable, unacceptable, personal boundaries, confidentiality, secrets, surprises, personal, safety, listening, viewpoints, opinions, respect, collaborate, shared |

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|  |  |  |  |  | challenges, stereotype, privacy, sharing, <b>personal boundaries</b> | compromise, identity, similarities, differences, equality, bullying, stereotypes, <b>discrimination</b> , aggressive behaviour, dares, challenges, stereotype, privacy, sharing | goals, <b>disputes</b> , feedback, support, negotiate, compromise, identity, similarities, differences, equality, bullying, stereotypes, discrimination, aggressive behaviour, dares, challenges, stereotype, privacy, personal boundaries, sharing |
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## HEALTH & WELLBEING

| EYFS  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
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| <p><b>PSED ELG:</b><br/> <b>Managing feelings and behaviour</b><br/> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Physical</p> <p><b>Development: ELG:</b><br/> <b>Health and selfcare</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>PSED ELG:</b><br/> <b>Self Confidence and self awareness</b><br/> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <ul style="list-style-type: none"> <li>•Know some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>•Know about making healthy choices</li> <li>•Recognise what they are good at</li> <li>•Know about different kinds of feelings</li> <li>•Know simple strategies to manage feelings with support</li> <li>•Know about how it feels when there is change or loss</li> <li>•Know about basic personal hygiene routines</li> <li>•Grow and change and becoming more independent</li> <li>•Use the correct names for the main parts of the body of boys and girls</li> <li>•Know household products, including</li> </ul> | <ul style="list-style-type: none"> <li>•Know about some of the things that keep our bodies healthy (physical activity, sleep, rest, healthy food)</li> <li>•Make healthy choices</li> <li>•Recognise what they are good at and set simple goals</li> <li>•Know about different kinds of feelings</li> <li>•Know simple strategies to manage feelings</li> <li>•Know about how it feels when there is change or loss</li> <li>•Know about basic personal hygiene routines and why these are important</li> <li>•Know about growing, changing and becoming more independent</li> <li>•Know and use the correct names for the main parts of the</li> </ul> | <ul style="list-style-type: none"> <li>•Know about what makes a 'balanced lifestyle'</li> <li>•Know about making choices in relation to health</li> <li>•Know about what makes up a balanced diet</li> <li>•Know about opportunities they have to make their own choices about food</li> <li>•Know about what influences their choices about food</li> <li>•Know that images in the media do not necessarily reflect reality</li> <li>•Know about a wider range of feelings some good and some not so good</li> <li>•Know people can experience different feelings at the same time</li> <li>•Describing their</li> </ul> | <ul style="list-style-type: none"> <li>•Understand about what makes a 'balanced lifestyle'</li> <li>•Understand about making choices in relation to health</li> <li>•Understand about what makes up a balanced diet</li> <li>•Know about opportunities they have to make their own choices about food</li> <li>•Know about what influences their choices about food</li> <li>•Know about a wider range of feeling both good and bad</li> <li>•Understand that people can experience conflicting feelings at the same time. They can describe feelings to others</li> <li>•Manage risks in familiar situations and keeping safe</li> </ul> | <ul style="list-style-type: none"> <li>•Understand that images in the media can distort reality</li> <li>•Know media can affect how people feel about themselves</li> <li>•Describe the range and intensity of their feelings to others</li> <li>•Manage complex or conflicting emotions</li> <li>•Know how the spread of infection can be prevented</li> <li>•Know about the skills needed in an emergency</li> <li>•Know about habits (in relation to drug, alcohol and tobacco education)</li> <li>•Know about strategies for managing personal safety - local environment</li> <li>•Know about strategies for managing personal safety – online Know</li> </ul> | <ul style="list-style-type: none"> <li>•Know that images in the media can distort reality</li> <li>•Know media can affect how people feel about themselves</li> <li>•Cope with change and transition - how this relates to bereavement and the process of grieving</li> <li>•Know how the spread of infection can be prevented</li> <li>•Understand about different influences on behaviour, including peer pressure and media influence</li> <li>•Know how to resist unhelpful pressure and ask for help</li> <li>•Know about habits (in relation to drug, alcohol and tobacco education)</li> <li>•Understand about some of the risks and effects of legal and</li> </ul> |

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|  | <p>medicines, can be harmful if not used correctly</p> <ul style="list-style-type: none"> <li>• Know rules for keeping safe</li> <li>• Ask for help if they are worried about something</li> </ul> | <p>body of boys and girl</p> <ul style="list-style-type: none"> <li>• Know that household products, including medicines, can be harmful if not used correctly</li> <li>• Know rules for keeping safe (in familiar and unfamiliar situations)</li> <li>• Ask for help if they are worried about something</li> <li>• Know about privacy</li> </ul> | <p>feelings to others</p> <ul style="list-style-type: none"> <li>• Know about the kinds of change that happen in life and the feelings associated with this</li> <li>• Know about feeling negative pressure and how to manage this</li> <li>• Know about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> </ul> | <ul style="list-style-type: none"> <li>• Understand about the importance of school rules for health and safety</li> <li>• Know about how to get help in an emergency</li> <li>• Know about keeping safe in the local environment about keeping safe online</li> <li>• Know about people who help them stay healthy and safe</li> </ul> | <p>what to consider before sharing pictures of themselves and others online</p> <ul style="list-style-type: none"> <li>• Know how to keep safe and well when using a mobile phone</li> </ul> | <p>illegal substances (drugs – including medicines, alcohol and tobacco)</p> <ul style="list-style-type: none"> <li>• Know about strategies for managing personal safety - local environment and online</li> <li>• Know what to consider before sharing pictures of themselves and others online</li> <li>• Know how to keep safe and well when using a mobile phone</li> <li>• Know where to get help advice and support</li> </ul> |
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## HEALTH AND WELLBEING PROGRESSION IN VOCABULARY

|                            | EYFS   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
|----------------------------|--|---|--|---|---|---|---|
| Red vocab is new to cohort | Healthy, unhealthy, Exercise like, dislike. help | <p>healthy, healthy eating, physical activity, sleep, dentist, like dislike, choice, goal, strength, target, feelings, clean, germs, grow, change, young, old, medicine, road, rail, fire, safe</p> | <p>healthy, well-being, healthy eating, physical activity, sleep, dental hygiene, likes, dislikes, choices, achievements, targets, goals. Manage feelings, cleanliness, grow, change, young, old, independent, medicines, safety, risk, road, rail, fire, rules, help, rules</p> | <p>Balance, lifestyles, choice, health, wellbeing, diet, feeling, , media, image, , true, false, achieve, aspiration, conflict, emotions, transition, loss separation, bereavement, risk, hazard, responsibility, rules, bacteria, viruses, hygiene, pressure, peer, emergency, habit, medicine, drugs, alcohol, tobacco, medicine, puberty. Emotions, safety, road, rail, water, fire, online, personal information,</p> | <p>Balance, lifestyles, choice, health, wellbeing, diet, feeling, influence, media, image, reality, fantasy, true, false, achieve, aspiration, conflict, emotions, transition, loss separation, divorce, bereavement, risk, hazard, responsibility, rules, bacteria, viruses, hygiene routines, pressure, peer, media pressure, emergency, habit, medicine, drugs, alcohol, tobacco, caffeine, medicine, puberty. Emotions, emotional change,</p> | <p>Balance, lifestyles, choice, health, wellbeing, diet, feeling, influence, media, image, reality, fantasy, true, false, achieve, aspiration, conflict, emotions, transition, loss separation, divorce, bereavement, risk, hazard, responsibility, rules, bacteria, viruses, hygiene routines, pressure, peer, media pressure, emergency, habit, medicine, drugs, alcohol, tobacco, caffeine, medicine, puberty, human</p> | <p>Balance, lifestyles, choice, health, wellbeing, diet, feeling, influence, media, image, reality, fantasy, true, false, achieve, aspiration, conflict, emotions, transition, loss separation, divorce, bereavement, risk, danger, hazard, responsibility, rules, bacteria, viruses, hygiene routines, pressure, peer, managing pressure, media pressure, emergency aid, habits, medicine, drugs, alcohol,</p> |



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|--|--|--|--|----------------------------------|---|---|--|
|  |  |  |  | password, image, advice, support | physical change, safety, road, rail, water, fire, online, personal information, password, image, advice, support, asking for help | reproduction, babies, pregnancy, parents, bodies, abuse, safety, emotions, emotional change, physical change, safety, road, rail, water, fire, online, personal information, password, image, advice, support, asking for help, mobile phones | tobacco, caffeine, medicine, puberty, physical and emotional changes, human reproduction, babies, sexual reproduction, contraception, pregnancy, parents, bodies, abuse, safety FGM, emotions, emotional change, physical change, safety, road, rail, water, fire, online, personal information, password, images, advice, support, asking for help, mobile phones |
|--|--|--|--|----------------------------------|---|---|--|

## RELATIONSHIPS AND SEX EDUCATION

| EYFS   | Year 1   | Year 2  | Year 3   | Year 4   | Year 5   | Year 6   |
|--|--|---|--|--|--|--|
| <p><b>Physical Development:</b><br/> <b>ELG: Health and selfcare</b><br/> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>PSED ELG:</b><br/> <b>Self Confidence and self awareness</b><br/> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> | <p><b>My Special People</b><br/> To know what a special person is<br/> To identify people special to them<br/> To know what makes people special<br/> To know about friendship.<br/> To understand that special people care for each other.<br/> To know how special people care for each other.<br/> Thank you is an important thing to say to special people</p> | <p><b>We are Growing – Human Life Cycle</b><br/> To know things change as they grow<br/> To know about the Life Cycle<br/> To know how babies change<br/> To know people need different things compared to babies<br/> To know about responsibilities now and in the future<br/> <b>Everybody's Body</b><br/> I know boys and girls bodies have similarities and differences.<br/> I know and can label male and female body parts.<br/> I know animals can be male or female</p> | <p><b>What makes a good friend?</b><br/> To know different types of friendship<br/> To understand why friendship is important<br/> Know the qualities of a good friend<br/> To know how to maintain a good friendship<br/> Describe the qualities of a good friend<br/> <b>Falling out with friends</b><br/> To understand that sometimes friends fall out<br/> To know how to prevent an argument<br/> To know how to mend a friendship</p> | <p><b>Time to Change</b><br/> To label male and female body parts<br/> To know that puberty is about changes.<br/> To know about changes in boys during puberty.<br/> To know about changes in girls during puberty<br/> <b>Personal Hygiene</b><br/> To know that hygiene is important.<br/> To know that during puberty certain parts of the body need to be kept clean<br/> I know which products to buy to keep clean.</p> | <p><b>Menstruation and Wet Dreams</b><br/> To label male and female body parts.<br/> To know about the menstrual cycle.<br/> To know about wet dreams<br/> <b>Emotions</b><br/> To know about different feelings and emotions during puberty.<br/> To understand feelings will include highs and lows.<br/> To know about crushes.<br/> To develop strategies to manage feelings with support.</p> | <p><b>Puberty Change and becoming independent Positive and Healthy Relationships</b><br/> To know about physical and emotional changes in puberty<br/> To know about different types relationships<br/> To know what makes a positive, healthy relationship<br/> To know that respect is important in all relationships<br/> <b>How a baby is made</b><br/> To recognise and know about the male and female reproductive organs.</p> |



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|  |  |  |  |  |  | <p>To use keywords linked to reproduction.</p> <p>To know the process involved in fertilisation</p> <p>To know what needs to be considered before a couple decide to have a baby</p> |
|--|--|--|--|--|--|--|

## RELATIONSHIPS AND SEX EDUCATION PROGRESSION OF VOCABULARY

|                            | EYFS  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|----------------------------|---|--|--|--|--|---|---|
| Red vocab is new to cohort | I like I don't like I need the toilet Wash, safe, healthy, like, don't like | <b>Special</b><br>Special, Care, Family, Mum, Dad, Grandparents. Grandma(or similar), Grandad (or similar), Brother, Sister, Happy, Friend | <b>GROWING UP</b><br>Change, Cycle, Baby, Child, Adult, Grow<br><br><b>EVERYBODY'S BODY</b><br>Grow, Change, Similarities, Similar, Differences, Different, Vagina, Penis, Testicles, Bottom | <b>FRIENDSHIP</b><br>Family, Friend, Friendship, group, neighbour, care<br><br><b>FALLING OUT</b><br>Falling Out, Disagreement. Conflict, Argument, Problem, Solve, Solution | <b>TIME TO CHANGE</b><br>Puberty, Physical, Grow, Mature, Child, Teenager, Adult, Genitals, Vulva, Vagina, Penis, Testicles, Breasts, Pubic hair, Adam's apple<br><b>HYGIENE</b><br>hygiene, clean, cleanliness, sweat, body odour, spots, periods, sanitary, tampon | <b>MENSTRUATION AND WET DREAMS</b><br>Internal, reproductive organs, uterus, fallopian tubes, ovary/ovaries, vulva, vagina, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair<br><b>EMOTIONS AND FEELINGS</b><br>emotions, roller coaster, up and down, frustrated, angry, moody, adolescent, advice, support | <b>PUBERTY RECAP</b><br>puberty, person, child, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future<br><br><b>CHANGE AND BECOMING INDEPENDENT</b><br>change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence<br><b>POSITIVE HEALTHY RELATIONSHIPS</b><br>relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities<br><b>HOW BABIES ARE MADE</b><br>Love, respect, consent, |

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|  |  |  |  |  |  |  | commitment, woman,<br>man, human,<br>reproduction, sex,<br>sexual intercourse,<br>fertilised, sperm,<br>ovum, penis, vagina,<br>fallopian tubes,<br>pregnancy, baby,<br>foetus, uterus, womb,<br>contraception |
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