

Relationship Health Education (RHE) Skills Progression

Big Idea	Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Wellbeing	<p>Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online.</p> <p>Recognise that there are things that they can do to help when finding things difficult.</p>	<p>Identify which kinds of physical contact are acceptable and comfortable or unacceptable and uncomfortable, and how to respond to each.</p> <p>Recognise that there are different ways to help people feel good.</p>	<p>Relate appropriately to a wide range of positive and negative feelings in others.</p> <p>Recognise the importance of positive friendships on wellbeing.</p>	<p>Identify which behaviours positively and negatively affect their physical, mental and emotional health, including the importance of self respect and what kind of physical contact is acceptable.</p> <p>Demonstrate the positive and negative benefits of the internet and being online for mental wellbeing.</p>	<p>Explain how the pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including peers.</p> <p>Recognise that mental health, just like physical health, is part of daily life, and anyone can experience physical or mental ill health.</p>	<p>Recognise that people have a right to protect their body from inappropriate and unwanted contact and that some actions, such as female genital mutilation (FGM), constitute abuse and are crimes.</p> <p>Recognise that anyone can experience mental ill health.</p>
	Unacceptable behaviour	<p>Recognise different types of teasing and bullying and that both types of behaviour are unacceptable.</p>	<p>Recall strategies that can be used to resist teasing or bullying (including cyberbullying) and how to get help.</p>	<p>Recognise that people experience conflicting emotions that they might need to acknowledge, act on or overcome.</p>	<p>Describe how teasing and bullying can lead to trust issues, low self esteem and self worth, and that these feelings may persist over long periods of time.</p>	<p>Discuss bullying and abuse in all their forms and ways to ask for help.</p>	<p>Examine the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.</p>
	Staying safe	<p>Recognise that some websites ask for private information and discuss how to handle these requests and where to go for help and support.</p> <p>Identify that some aspects of life should be kept private.</p> <p>Describe ways to stay safe in some familiar situations.</p> <p>Recognise that there are basic techniques for resisting pressure from others.</p>	<p>Stay safe online by choosing websites that are appropriate to visit (based on the confidence you have in the author(s) of the website) and know where to go for help and support when they have concerns about content or contact on the internet and other online technologies.</p> <p>Recall rules for keeping physically and emotionally safe.</p> <p>Work safely and hygienically in construction and cooking activities.</p> <p>Identify situations when they should ask for permission and also when their permission should be sought.</p>	<p>Demonstrate strategies for keeping physically and emotionally safe, including road safety and safety in the environment.</p> <p>Describe simple rules for sharing images and data safely.</p> <p>Explain why light from the Sun can be dangerous.</p> <p>Explain what is meant by first aid. Discuss or role play first aid concepts, such as allergies, bites and stings</p>	<p>Explain the importance of protecting personal information when online.</p> <p>Discuss or role play first aid concepts for head injuries and asthma attacks.</p>	<p>Discuss the responsible use of mobile phones and other mobile devices.</p> <p>Discuss the impact that digital content can have and why it is important to discuss their use of technology with an adult.</p> <p>Understand when they should give first aid, and discuss or role play first aid concepts for incidents of bleeding, identifying when the emergency services might be required and what to say.</p>	<p>Recognise and manage dares.</p> <p>Identify the benefits and risks of devices broadcasting the user's location and of giving personal information to different organisations.</p> <p>Explain or role play concepts of basic first aid for a range of common injuries, including bites and stings, allergic reactions, asthma attacks, head injuries, bleeding and choking. Explain what to do in an emergency situation and the steps required to make an emergency call to 999 or 112.</p>

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	Setting goals					Demonstrate how people can work collaboratively to achieve shared goals.	
	Digital citizenship		Recognise that information put online leaves a digital footprint.	Compose clear and appropriate messages in online communities.	Identify appropriate behaviour when contributing to collaborative online projects for learning.		Recognise that digital content can be edited online.
	Communication	Explain simply that digital technology can be used to connect with others locally and globally.		Explain the advantages and disadvantages of communicating electronically and strategies for preventing issues.	Explain actions to report and prevent cyberbullying.	Demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from potential online dangers, inappropriate behaviour and bullying.	Recognise that sending intimate images and content and using offensive language online is a risk, has a permanent online trail (digital footprint) and is not appropriate behaviour.
	Healthy lifestyle	State what constitutes a healthy lifestyle. Explain why hand washing and cleanliness are important. Recognise the importance of staying safe in the sun.	Explain how to maintain a healthy lifestyle and the risks associated with an inactive lifestyle. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. Explain the importance of good dental hygiene.	Take opportunities to make choices about food by planning healthy meals and eating nutritionally rich food. Understand the risks associated with not eating a healthy diet. Explain the importance and characteristics of a healthy, balanced diet. Explain the benefits of sun exposure and the risks of overexposure.	Discuss the concept of a balanced, healthy lifestyle and the benefits of having good physical health. Describe what damages teeth and how to look after them. Explain the benefits of an active lifestyle and recognise opportunities to embed regular exercise into their normal routines.	Explain how lifestyle choices can have a positive, neutral or negative impact on physical and mental health. Explain why personal hygiene is important during puberty. Understand the importance of how sleep contributes to a healthy lifestyle.	Explain comprehensively all aspects of a well balanced, healthy lifestyle. Explain the impact of positive and negative lifestyle choices on the body. Describe the use of medicines, vaccinations and immunisation for supporting good health.
	Personal hygiene	Recognise the importance of personal hygiene and how to maintain it.	Demonstrate how some diseases are spread and can be controlled.	Recognise that simple hygiene routines can reduce the spread of bacteria and viruses.	Discuss how individuals can become responsible for their personal hygiene and the consequences of neglecting personal hygiene.	Understand the increased importance of personal hygiene during puberty.	Understand that bacteria, viruses and fungi are types of microorganism that are found everywhere and can affect health in positive and negative ways.
	Human body		Describe the stages of human development (baby, toddler, child, teenager, adult and elderly).				
Creativity	Speaking, listening and sharing		Demonstrate that they can share opinions and feelings and explain views through	Extend their vocabulary to explain the range and intensity of their feelings to others.	Listen and interpret other people's feelings and opinions and try to understand, respect and	Choose appropriate strategies to resolve disputes and conflict.	Explain the benefits of giving and receiving constructive feedback and support.

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			discussions with one other person and the whole class.		constructively challenge others' points of view.		
	Vocabulary		Discuss good and not so good feelings and develop simple strategies for managing feelings.	Explain the term 'habit' and recognise why habits are hard to change			
Investigation	Issues, evidence and ideas	Identify times when people are unkind and understand how to respond, including online.	Construct and follow group, class and school rules and understand how these rules help individual pupils and the school community	Demonstrate ways to resolve differences.	Discuss the interdependence of members of the school community.	Debate topical issues, problems and events that are of concern to them as individuals and to society.	Recognise and challenge stereotypes.
	Media	Identify different types of media and how it is used in everyday life.	Recognise that the media can influence personal views, feelings and behaviour.	Discuss how advertising can influence personal views, feelings and behaviour, including those about unhealthy foods, drugs, smoking, vaping and alcohol.	Explain how images in the media and online do not always reflect reality and can affect how people feel about themselves.	Critique how the media presents information, including mixed messages about drugs, alcohol and smoking or vaping.	Explain how information contained in social media can misrepresent or mislead and how information can be targeted at specific individuals based on previous search history.
	Networks		Recognise that computers can be linked to share resources and digital content can be stored, organised and retrieved.	Recognise that saved work can be retrieved from another device on the same network.		Compare the ways in which work can be shared on a school network with the ways work is shared at home or in the wider world.	Name some of the positives and negatives of communicating with others online.
Materials	Consumers	Recognise that household products, including medicines, can be harmful if not used properly.	Identify that there are harmful substances that people can put into their body or on their skin.				Identify which commonly available substances, legal drugs (alcohol, tobacco, ecigarettes and energy drinks) and illegal drugs can risk their immediate and future health and safety. Identify the risks of online gaming and gambling, the different ways that money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
Nature	Rights of others	Recognise that people and other living things have rights.					
	Nutrition	Select healthy ingredients for a fruit or vegetable salad.	Describe the types of food needed for a healthy and varied diet and apply the	Identify the main food groups (carbohydrates,	Design a healthy snack or packed lunch and explain why it is healthy.	Evaluate meals and consider if they contribute towards a balanced diet.	Plan a healthy daily diet, justifying why each meal

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			principles to make a simple, healthy meal.	protein, dairy, fruits and vegetables, fats and sugars).			contributes towards a balanced diet.
Place and space	Diversity	Recognise that each person is unique and that there never has been and never will be another 'them'.	Identify the similarities and differences between people and give some examples of the ways in which people can be similar or different.	Describe and reflect upon some of the similarities and differences between the social, religious or cultural aspects of different communities. Recognise that families can look different from their own but all families should care for one another.	Explain and understand the meaning of the terms 'prejudice' and 'stereotype' and begin to recognise the negative consequences of both. Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made between two people who love and care for each other, want to spend their lives together and who are of the legal age to make that commitment. People can have committed relationships without going through a legal marriage or civil partnership ceremony and may also live apart.	Challenge their own and others' stereotyping or prejudiced viewpoints. Recognise that forcing anyone to marry is a crime and that support is available to prevent forced marriage.	Explain and offer a considered viewpoint on the negative impacts of prejudice and stereotyping on communities and individuals. Recognise and respect that there are different types of family structure and that regardless of structure, a healthy family life has common characteristics.
	Place in the world				Predict and assess risks in different situations and decide how to manage risk.	Recognise how and why rules and laws that protect them and others are made and enforced.	
	Digital world	Understand that there are online tools that can help people to create content and communicate.	Recognise some uses of the internet, in simple terms and some of its benefits and drawbacks.	Use appropriate tools (software, websites and apps) to collaborate and communicate safely online.		Create an online collaborative project for a specific purpose, sharing documents and appropriately setting permissions for other group members.	Exchange online communications, making use of a growing range of available features and being aware of security settings.
	Real world	Recognise the ways digital technology can be used in the classroom, home and community.	Recognise why digital technology is used in the classroom, home and community.	Use digital technology in different ways in the classroom, home and community.	Use digital technology in different ways in the classroom, home and community to achieve a set goal.		
Comparison	Compare and contrast	Identify the differences between surprises and secrets and recognise that some secrets shouldn't be kept.		Discuss the concept of keeping something confidential or secret, when a secret should be kept and	Recognise that similarities and differences between people arise from several factors.		Recognise how a place is enriched by the diversity of the people that live there.

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				when it is right to break a confidence or share a secret.			
	Digital searching			Explain that the World Wide Web contains lots of web pages about different subjects that can be searched.	Explain that when searching online, some web pages may contain adverts or popups that encourage people to click on them.	Discern where web content might originate from and recognise that this gives clues to its authenticity, reliability and security.	Critically evaluate search engine results and identify factors that may affect ranking, such as how long the site has existed, the number of links to the site and whether the organisation has paid to have their site promoted.
Significance	Significant people	Identify special people, what makes them special and how they should be treated.	Recognise that there are special people who work in the community, who are responsible for keeping us healthy, helping or protecting people and can be contacted if help is needed.	Define different types of relationship.	Demonstrate what constitutes a positive, healthy relationship.	Recognise that all people have personal boundaries and the right to privacy.	Identify what individuals are willing to share with people, including friends, family, classmates and others. Understand the importance of permission seeking in different situations.
	Relationships	Identify ways that they can help the people who look after them, including family and school staff, to protect them more easily. Recognise the importance of friendship and that there are different ways of making friends.	Recognise that they share responsibility for keeping themselves and others safe. Identify different strategies to resolve arguments between friends.	Demonstrate how they can help the people who are responsible for them to keep them healthy and safe. Recognise that friendships can change over time.	Recognise ways in which a relationship can be unhealthy and who they should talk to if they need support.	Recognise ways to manage requests for personal images or images of others.	Explain where the pressure to behave in unacceptable, unhealthy or risky ways can come from and how to withstand that pressure. Recognise that friendships can change over time as we grow up and move on.
Change	Life changes		Describe the effects of loss and change.		Recognise that separation or divorce can create a variety of life changes that can affect mental and emotional health.	Outline how the death of a person can affect all aspects of life and create acute feelings of grief.	Analyse and develop strategies to manage feelings during transition to secondary school.
	Physical development	Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.	Recognise the names for the main parts of the body (including external genitalia) and the body similarities and differences between boys and girls.	Explore physical differences between people.		Describe the physical and emotional changes associated with puberty.	Describe the changes that happen during reproduction and pregnancy.
	Living things					Describe the changes as humans develop from birth to old age.	