



Progression of Skills, Knowledge & Vocabulary in Relationships, Sex & Health Education at MPS

Intent

At Mickleover Primary School, we want all of our children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of society. Our pupils are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, our pupils need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

We aim to

- Prepare our pupils for the opportunities, responsibilities and experiences of adult life.
- Equip our children with the skills, knowledge and personal attributes, which will enable them to make informed, decisions about their wellbeing, health and relationships as well as prepare them for a successful adult life.
- Build children's self-efficacy.
- Foster pupil wellbeing
- Develop resilience and character within our pupils
- Develop personal attributes including kindness, integrity, generosity, and honesty.

Implementation

The Relationships Education and Health Education (England) Regulations 2019, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. These statutory requirements form the basis of our RSHE curriculum.

At Mickleover Primary School, our **Relationships Education curriculum** puts in place the building blocks that our pupils need in order to develop positive and safe relationships, including with family, friends and online. We teach our pupils what a relationship is, what friendship is, what family means and who can support them. By the end of KS2, our pupils will have been taught content on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe.

At Mickleover Primary School, our **Health Education curriculum** aims to give our pupils the knowledge and skills they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise. By the end of KS2 our pupils will have been taught content on mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

At Mickleover Primary School, our **Sex Education** curriculum is based on the statutory primary science curriculum. We do not teach pupils sex education beyond what is required of the science curriculum. Our lessons are taught through our curriculum Science units and through the Growing Up and Changes units for PSHE. Year 4 girls have a 'periods talk'. In Year 5, pupils are taught in single gender classes about the changes their bodies are and will be going through as they begin to mature into adolescence. In Year 6, this work is recapped and pupils learn about the changes that the opposite gender will go through. This is also completed as single gender classes.

Our Relationships and Health Education is taught throughout the whole school curriculum. This includes within Personal, Social, Health Education (PSHE), Science, PE, Computing and some aspects are included in RE. Our PSHE curriculum is based on the PSHE Matters: A PSHE Curriculum for Primary Schools scheme. We use a spiral curriculum where the PSHE Units are revisited on a two yearly cycle. At Mickleover Primary School, we also acknowledge



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that PSHE does not just exist within the curriculum. We offer a wide range of activities and experiences beyond the curriculum in which our pupils contribute to the life of the school, the community and the society. We understand our responsibility to deliver a high quality, age appropriate relationship and health curriculum for all our pupils. We are aware that the curriculum must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need.

In order to deliver the curriculum teachers will:

- use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all our pupils.
- ensure they do not express personal views or beliefs when delivering the curriculum
- model positive attitudes to relationships and health education
- respond to any safeguarding concerns in line with Child Protection and Safeguarding procedures.

Furthermore, teachers will apply the following principles:

- clear ground rules will be established and set out for each session
- Pupils questions will be encouraged and opportunities to ask questions openly and privately will be provided
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's lesson and will be discussed later
- Individual questions may be answered by the teacher at the end of the session
- Some questions may be referred to the child's parents to provide an answer; in these circumstances, the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure that they are up-to-date with the relationships and health education programme and associated issues. Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addresses.

Pupils are mainly taught in their class groups. Single gender sessions are utilised within Y4, Y5 and Y6 as part of our Growing Up programme about the changing body.

At Mickleover Primary School, we understand the important role parents play in enhancing their child's understanding of relationships and health. The school works closely with parents by establishing open communication. Parents are consulted and provided with information on the content of the relationships and health curriculum, the delivery of the relationships and health curriculum, including what is taught in each year group, the legalities surrounding withdrawing their child from the subjects and the resources that will be used to support the curriculum. This information is shared in a variety of ways: parent meetings, parent questionnaires, letters, information leaflets and via our curriculum information section on our website.

Impact

Our RSHE curriculum provides all children at Mickleover Primary School with the opportunity to develop as a person. Children will leave our school able to form safe and meaningful relationships; with the essential understanding of how to be healthy and the capability to take care of themselves and seek support if problems arise. Our Curriculum vision states that our pupils are successful learners, confident individuals and responsible citizens. The knowledge, skills, attributes and experiences gained from our RSHE and PSHE curriculum will support their own and others' wellbeing, their attainment as well as guide them towards becoming successful and happy adults who make a meaningful contribution to society.



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At Mickleover Primary School, pupils are taught RSHE as part of a timetabled PSHE programme. We use PSHE Matters: A PSHE Curriculum for Primary Schools (2021) - Derbyshire County Council. The scheme is divided into 12 modules for KS1, which are taught over a period of 2 years (6 units per year). Then these themes are revisited during Year 3 and 4 and finally again in Year 5 and 6. This is also the case for EYFS. Our PSHE learning in EYFS includes a range of activities taken from the 12 modules within the PSHE Matters scheme. The activities selected are based on our pupil and community needs.

Drug Education		Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 - Year 4	KS2 - Year 6	
Early Learning Goal	Knowledge	Knowledge	Knowledge	
<ul style="list-style-type: none"> Talk about ways to keep healthy and safe. Work as part of a group /class and follow rules 	<ul style="list-style-type: none"> Explore the role of medicines (use when we are ill / prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not properly used. 	<ul style="list-style-type: none"> Describe the different purposes that medicines have Explain the importance of taking medicines correctly and using household products safely 	<ul style="list-style-type: none"> Understand that there are rules and laws surrounding the use of medicines, drugs and household products Reflect on the risks/effects that legal drugs common to everyday life can have on health 	
	Managing Risk	Managing Risk	Managing Risk	
	<ul style="list-style-type: none"> Explore that medicines come in different forms and are used in different ways Understand that things that people put into their body or on their skin can affect how they feel Talk about some simple rules for staying safe around medicines and other household substances/products Identify people they can go to if they are ill, worried or to help them / others stay healthy 	<ul style="list-style-type: none"> Describe risks in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm Explore the possible risks and consequences of using / misusing legal drugs / household products in everyday situations Identify a circle of support and how to ask for help Demonstrate what to do in an emergency situation 	<ul style="list-style-type: none"> Describe some ways in which alcohol, tobacco and other substances can affect the body / decision making Explain why some substances are harmful for growing bodies Analyse mixed message in the media relating and recognising how they might influence opinions/ behaviour Identify a range of strategies to better manage situations involving peer influence / approval Research reliable sources of information/support for children adults affected by their own or someone else's drug use. 	



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Exploring Emotions	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 - Year 3	KS2 - Year 5
Early Learning Goal <ul style="list-style-type: none"> Talk about how they and others show feelings Talk about their own and others' behaviour and its consequences Know that some behaviour is unacceptable 	Exploring Emotions	Exploring Emotions	Exploring Emotions
	<ul style="list-style-type: none"> Name a range of words to describe feelings Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave 	<ul style="list-style-type: none"> Use a wider vocabulary to describe how they feel Describe feelings that can be comfortable / uncomfortable Recognise that feelings can differ in intensity 	<ul style="list-style-type: none"> Use a varied vocabulary when talking about feelings Understand that sometimes we can have conflicting feelings Explain that feelings can change over time and range in intensity
	Recognising Emotions	Recognising Emotions	Recognising Emotions
	<ul style="list-style-type: none"> Explore how to recognise different feelings Talk about how we recognise what others might be feeling Understand that not everyone feels the same about the same things 	<ul style="list-style-type: none"> Explore how everyday things can affect how we think, feel and behave Describe what supports good mental/physical health Identify that not everyone feels the same about the same things 	<ul style="list-style-type: none"> Understand that feelings can impact our mental and physical health Recognise the importance of taking care of mental health and wellbeing Discuss the signs that suggest that someone might be struggling with their mental health
	Managing Emotions	Managing Emotions	Managing Emotions
	<ul style="list-style-type: none"> Talk about ways to manage big and uncomfortable feelings Identify who they can ask for help and can demonstrate how to ask for help 	<ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings Understand the importance of not bottling up how you are feeling Understand the importance of asking for help if feelings become too uncomfortable Explain how they can access help 	<ul style="list-style-type: none"> Identify strategies that they could use to respond to feelings, including conflicting feelings Record strategies and behaviours that support mental health and wellbeing Explain how to seek support for themselves and for others



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Being Healthy	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 - Year 3	KS2 - Year 5
Early Learning Goal	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle	Factors of a Healthy Lifestyle
<ul style="list-style-type: none"> • Talk about how they and others show feelings • Talk about their own and others' behaviour and its consequences • Know that some behaviour is unacceptable 	<ul style="list-style-type: none"> • Explore what 'being healthy' means and why it is important • Understand that food is necessary to keep our bodies healthy • Identify that food choices can vary for families /cultures • Name / describe different physical activities and identify ones they enjoy • Explain how physical activity can help us to stay healthy • Understand that sleep and relaxation are important for growing and keeping healthy • Talk about healthy ways to feel good, calm down or change their mood 	<ul style="list-style-type: none"> • Explain what a healthy lifestyle is and why it is important • Understand what a healthy, balanced diet may include • Understand what an informed choice is • Identify opportunities for physical activity within their everyday lives • Describe some consequences of being physically inactive, on the mind and body • Identify routines that support good quality sleep • Explore strategies and behaviours that support mental health 	<ul style="list-style-type: none"> • Identify things that can affect someone's physical/mental health • Explain what constitutes a healthy diet and the risks associated with not having one • Reflect on what may influence our choices to have a balance lifestyle • Identify what good physical health means and how to seek help if they are worried about their health • Recognise habits that can have both positive/negative effects on a healthy lifestyle • Understand routines/strategies that support good quality sleep; the effects of lack of sleep • Identify strategies and behaviours that support mental health
	Hygiene, Health and Prevention	Hygiene, Health and Prevention	Hygiene, Health and Prevention
	<ul style="list-style-type: none"> • Demonstrate how to brush teeth • Explain what good dental care is- understanding the food /drinks that support it • Demonstrate simple hygiene routines that stop germs from spreading • Begin to recognise different ways of staying healthy in the sun • Understand what it means to take a break and how this is important for our health 	<ul style="list-style-type: none"> • Explain what good dental health means, including how to brush and floss • Identify the effects of different foods/drinks on the teeth • Identify the everyday hygiene routines that can limit the spread of infection • Identify the benefits/risks of sun exposure • Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance 	<ul style="list-style-type: none"> • Identify the everyday routines that improve dental health • Identify the everyday routines/habits that can limit the spread of infection • Understand the wider importance of personal hygiene and how to maintain it • Explain how to keep safe from sun damage and reduce the risk of skin cancer • Identify the benefits of the internet and strategies for managing / balancing time online/offline



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Growing Up	Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 - Year 4	KS2 - Year 6
Early Learning Goal <ul style="list-style-type: none"> Talk about how they and others show feelings Talk about their own and others' behaviour and its consequences Know that some behaviour is unacceptable 	Growing and Changing	Growing and Changing	Growing and Changing
	<ul style="list-style-type: none"> Name the main parts of the body including the vagina and penis Recognise the difference between male and female body parts Understand the human life cycle and that people grow from young to old Describe ways that people's needs and bodies change as they grow Talk about some ways to keep clean Understand that babies grow in their mother's body and have particular needs when they are born Recognise what makes them special and unique 	<ul style="list-style-type: none"> Name external genitalia and some reproductive organs: penis, testicles, penis, vagina, womb, ovaries Explore physical and emotional changes that happen during puberty Explain how daily hygiene helps to reduce the spread infection Explain how adults care for a baby during and after pregnancy Recognise that individuality and personal qualities contributes to who we are 	<ul style="list-style-type: none"> Identify the physical and emotional changes that happen when approaching/during puberty Know some key facts about menstruation Identify the importance of keeping clean and how to maintain personal hygiene Reflect on the responsibilities of being a parent /carer and how having a baby changes someone's life Identify and value personal strengths, skills, achievements and interests
	Privacy, Boundaries & Consent	Privacy, Boundaries & Consent	Privacy, Boundaries & Consent
	<ul style="list-style-type: none"> Understand that some parts of the body are private Identify different types of touch and how they make people feel Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help 	<ul style="list-style-type: none"> Explain what is meant by privacy and personal boundaries Recognise uncomfortable/comfortable behaviour online/offline Know when it is right to break or keep a confidence or share a secret. Know how to ask for help 	<ul style="list-style-type: none"> Understand what consent means and how to seek and give / not give permission in different situations Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations Respond appropriately, if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help



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Changes	Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 – Year 4	KS2- Year 6
<p>Early Learning Goal</p> <ul style="list-style-type: none"> • Talk about changes • Adjust their behaviour to different situations and take changes of routine in their stride 	About Loss and Change	About Loss and Change	About Loss and Change
	<ul style="list-style-type: none"> • Identify examples of loss and change • Begin to recognise that loss and change can affect the way we think, feel and behave • Understand that changes can produce big feelings 	<ul style="list-style-type: none"> • Recognise that loss/change are a normal part of life • Describe how change and loss, can affect feelings, thoughts and behaviours • Recognise that feelings associated with loss/change can change over time and range in intensity 	<ul style="list-style-type: none"> • Explore that loss, bereavement and change are part of the human life cycle • Understand that change and loss, including death, can create feelings and behaviours that are not the same for everyone • Recognise that internal conflicting emotions can be normal when dealing with loss and change
	Managing Loss and Change	Managing Loss and Change	Managing Loss and Change
	<ul style="list-style-type: none"> • Identify feelings associated with loss and change • Recognise some simple ways to prepare for change/transition • Identify different things that may help to manage big feelings • Talk about some ways to help others when they are affected by change • Know that it is important to talk to someone if you are worried. • Identify people who can help us if we feel worried/unhappy. 	<ul style="list-style-type: none"> • Use a varied vocabulary when talking about feelings associated with loss and change • Identify self-help strategies and the importance of support when preparing for change/transitions • Describe everyday things that affect feelings and understand the importance of expressing feelings • Develop some ways of responding to others and showing support if they are affected by loss/change. • Know why it is important to talk about our feelings and not bottle them up • Know who to talk to if you are worried or have strong feelings. 	<ul style="list-style-type: none"> • Describe a range of emotions and intensities associated with loss and change • Identify problem solving strategies to manage transitions between classes and key stages • Identify strategies to respond to feelings, including intense or conflicting feelings • Recognise the signs when someone may be struggling and understand how to seek support • Explore some barriers to asking for help and some ways to address them • Know who to talk to and where to go for help.



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Bullying Matters	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 – Year 3	KS2- Year 5
Early Learning Goal	About Bullying	About Bullying	About Bullying
	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions 	<ul style="list-style-type: none"> Explore what is bullying and what is not Recognise kind and unkind behaviour in themselves and others Identify that bodies and feelings can be hurt by words and actions Understand that hurtful behaviour is not acceptable 	<ul style="list-style-type: none"> Describe different types of bullying including the role of a bystander Recognise that our behaviour can affect others Identify how the body may react to unhappy or uncomfortable feelings Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable
	Strategies and Support	Strategies and Support	Strategies and Support
	<ul style="list-style-type: none"> Explore simple strategies to resolve arguments between friends Understand how to report bullying and who they can talk to 	<ul style="list-style-type: none"> Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline Recognise the importance of seeking support and identify how they might do this 	<ul style="list-style-type: none"> Identify positive strategies that may help to resolve disputes in friendships Describe some barriers to accessing support Recognise the importance of seeking support if feeling lonely, excluded or unsafe
Being Me	Pupils will be able to:		
EYFS	KS1 - Year 2	KS2 – Year 4	KS2- Year 6
Early Learning Goal	Being Unique and Special	Being Unique and Special	Being Unique and Special
	<ul style="list-style-type: none"> Have the confidence to try new activities 	<ul style="list-style-type: none"> Recognise and share facts about themselves Identify their likes and dislikes and what they are good at Talk about some ways that they are special 	<ul style="list-style-type: none"> Explore what contributes to who we are Identify and talk about their own strengths and interests Recognise what makes them unique and understand that being different is something to celebrate



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<ul style="list-style-type: none"> Say why they like some activities more than others Take account of one another's ideas about how to organise their activity 	Understanding Similarities and Differences	Understanding Similarities and Differences	Understanding Similarities and Differences
	<ul style="list-style-type: none"> Recognise how friends can have both similarities and differences Show some simple ways to respect and celebrate other's differences 	<ul style="list-style-type: none"> Identify visible / invisible differences between people Explain why it is important to respect and celebrate the differences and similarities between people 	<ul style="list-style-type: none"> Respect the differences and similarities between people Reflect on how discrimination and our own behaviour can affect others.
	Being Part of a Community	Being Part of a Community	Being Part of a Community
	<ul style="list-style-type: none"> Name some groups that they belong to Talk about how being part of a group makes them feel 	<ul style="list-style-type: none"> Identify the different groups that make up their community Recognise that they belong to different communities as well as their school community 	<ul style="list-style-type: none"> Explain some of the benefits of communities Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities Explore how shared events and experiences can create a stronger community
Diversity Matters	Pupils will be able to:		
EYFS	KS1 - Year 1	KS2 – Year 3	KS2- Year 5
Early Learning Goal	Similarities and Differences	Similarities and Differences	Similarities and Differences
<ul style="list-style-type: none"> Know about similarities and differences between themselves and others Know about similarities and differences among families, communities and traditions 	<ul style="list-style-type: none"> Recognise ways they are the same as and different to others Talk about some ways that they are special Express their thoughts and opinions and recognise that others can be different 	<ul style="list-style-type: none"> Discuss a range of the similarities/differences between people Explore what contributes to who we are Listen actively to others' views and explore how they similar or different to their own. 	<ul style="list-style-type: none"> Reflect on diversity and what it means; the benefits of living in a diverse community Recognise their individuality and identify their personal qualities Understand that their views and opinions come from their different backgrounds and experiences Model how to discuss or debate respectfully
	Respecting others	Respecting others	Respecting others



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<ul style="list-style-type: none"> • Show sensitivity to others' needs and feelings • Form positive relationships with adults and other children 	<ul style="list-style-type: none"> • Talk about some ways to treat themselves and others with kindness • Know what it means if something is fair or unfair 	<ul style="list-style-type: none"> • Recognise the importance of self-respect and demonstrate ways to respect others • Recognise and challenge stereotypes • Explain the concept of being equal 	<ul style="list-style-type: none"> • Explain the importance of having respect and compassion for self and others • Recognise how stereotypes are perpetuated and have some strategies to challenge positively • Identify different types of discrimination and recognise the impact they can have • Understand that there are laws about discrimination so that we can live in a fair society.
Being Responsible	Pupils will be able to:		
EYFS	KS1 – Year 1	KS2 – Year 3	KS2 – Year 5
Early Learning Goal	Rules and Responsibilities	Rules and Responsibilities	Rules and Responsibilities
<ul style="list-style-type: none"> • Play cooperatively, taking turns with others • Work as part of a group or class • Understand and follow rules 	<ul style="list-style-type: none"> • Understand what a rule is and that we follow rules to help each other • Understand that rules need to be fair • Give examples of rules from different situations. Identify simple responsibilities they have • Describe some simple ways to manage waste 	<ul style="list-style-type: none"> • Explain why rules and laws are important. Explore the consequences of not having rules and laws or of breaking them • Describe some basic human rights • Understand that rights come with responsibilities • Describe what climate change is and some ways we can all help to reduce the effects 	<ul style="list-style-type: none"> • Explore how law protects our rights and how to respond respectfully if something is not within the law • Recognise that human rights are there to protect everyone • Understand the relationship between rights and responsibilities, providing examples • Explain the importance of protecting the environment and set personal everyday actions
	Community and Care	Community and Care	Community and Care
	<ul style="list-style-type: none"> • Recognise that people have different needs • Describe some ways to care for people, animals and other living things 	<ul style="list-style-type: none"> • Explore what is meant by a community and the differences between needs and wants within a community • Explore and identify the welfare needs of animals and humans 	<ul style="list-style-type: none"> • Recognise how we can support others within a community • Identify diversity within a community and explore how we can celebrate this • Recognise the importance of having compassion towards others and



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			explain how to show care and concern.
Being Safe	Pupils will be able to:		
EYFS	KS1 – Year 2	KS2 – Year 4	KS2 – Year 6
Early Learning Goal	Keeping Safe	Keeping Safe	Keeping Safe
<ul style="list-style-type: none"> • Stop and think before acting • Wait for things they want • Be resourceful in finding support when they need help 	<ul style="list-style-type: none"> • Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision • Talk about examples of rules and age restrictions that are there to keep them safe • Identify possible risks/hazards in the home and outside • Explore how to keep safe and reduce risks at home and in their local environment 	<ul style="list-style-type: none"> • Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report • Identifying situations where age restrictions apply • Identify and assess risk online/offline. (including in the home and when playing out) • Discuss ways to reduce risks at home and in the local environment in order to stay safe 	<ul style="list-style-type: none"> • Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline • Explain reasons for age restrictions/regulations • Predict, assess and manage risks online and offline (including road and water safety)
	First Aid	First Aid	First Aid
	<ul style="list-style-type: none"> • Recognise what to do if there is an accident and someone gets hurt. Know to keep themselves safe first • Demonstrate how to ask for help including calling 999 	<ul style="list-style-type: none"> • Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings • Identify why first aid is important and demonstrate how to ask for help, including calling 999 in an emergency 	<ul style="list-style-type: none"> • Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking • Explain how to respond in an emergency, including when and how to contact different emergency services.
Relationships	Pupils will be able to:		
EYFS	KS1 –Year 1	KS2 – Year 3	KS2 – Year 5
Early Learning Goal	Friendships	Friendships	Friendships
<ul style="list-style-type: none"> • Take account of one another's ideas about how to 	<ul style="list-style-type: none"> • Explain what make a good friend/friendship 	<ul style="list-style-type: none"> • Identify what makes a positive healthy or unhealthy friendship • Identify strategies to build friendships 	<ul style="list-style-type: none"> • Reflect on what the qualities of a good friendship/relationship are and are not



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<ul style="list-style-type: none"> organise their activity Show sensitivity to others' needs and feelings Form positive relationships with adults and other children 	<ul style="list-style-type: none"> Talk about some ways to make friends Explain basic techniques for resisting pressure Recognise kind / unkind behaviour Name the special people in their lives. Resolve conflict in simple ways e.g. choosing to share, take turns etc. Tell someone if you are worried about something in a relationship/family 	<ul style="list-style-type: none"> Understand the difference between persuasion, influence and pressure Explain how kindness can support wellbeing Recognise there are different types of relationships Explain what can cause arguments with friends and describe some ways to resolve them Recognise the importance of asking for help if we feel worried, lonely or excluded 	<ul style="list-style-type: none"> Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval Explore what a loving caring relationship means Understand what marriage and civil partnership means Understand that forced marriage is a crime. Use strategies to positively resolve disputes and reconcile differences in friendships Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options
	Families	Families	Families
	<ul style="list-style-type: none"> Talk about some ways that their family is the same or different to others Describe some things they enjoy doing with their family and how it makes them feel 	<ul style="list-style-type: none"> Recognise that there are different types of family structures Explain what it means to be part of a family 	<ul style="list-style-type: none"> Explore and respect that there are different family structures in society Reflect on how being part of a family provides stability and love
Money Matters	Pupils will be able to:		
EYFS	Y2	Y4	Y6
Maths:	Economic Wellbeing	Economic Wellbeing	Economic Wellbeing
<ul style="list-style-type: none"> Count objects to 10 Begin to count beyond 10 	<ul style="list-style-type: none"> Understand what money is and its different forms Describe some ways money can be looked after 	<ul style="list-style-type: none"> Explain some different ways to pay for things Explain some different ways to keep track of money Identify that people have different attitudes towards saving/spending 	<ul style="list-style-type: none"> Understand what a bank account is and how this is linked to payment Understand the risks associated with money and ways of keeping money safe



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	<ul style="list-style-type: none"> Recognise that people make different choices about how to spend /save money Talk about some things we all need and some things we want but don't need 	<ul style="list-style-type: none"> Recognise that people make spending decisions based on needs, wants and priorities Identify the ways that money can impact on people's feelings Recognise that people's spending decisions can affect others and the environment 	<ul style="list-style-type: none"> Identify the risks involved in gambling activities Explain some ways to get help if they are concerned about gambling or other financial risks Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving Identify the impact that having or not having money can have on a person's wellbeing Explain some ways that money is/can be distributed to benefit the community.
	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> Know that everyone has different strengths and talents, in and out of school Name some different jobs that people do 	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> Recognise positive things about themselves and their achievements Identify some of the skills that may help them in their future careers 	<p>Work, Aspirations and Careers</p> <ul style="list-style-type: none"> Identify how skills can help them with their future career Identify jobs that they might like to do in the future Discuss their views on how or why someone may or may not choose a certain career Recognise a variety of routes into careers Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations



Progression of Skills, Knowledge & Vocabulary in Relationships, Sex & Health

Education at MPS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drug Education doctor, nurse, hospital, medicine, danger, exercise, sun safety, sun cream, sun hat		Drug Education drug, medicine, illness, symptom, needs, treatment, administer, unwell, harm, responsibility		Drug Education drug, medicine, risk, misuse, harmful, emergency, prevent consequences		Drug Education alcohol, caffeine, drugs, energy drink, influence, stimulant, habit, legal / illegal, peer pressure, law/s
Exploring Emotions feeling, feelings, calm, relaxed,	Exploring Emotions happy, sad, worried, angry, frustrated, excited, calm, relaxed		Exploring Emotions mental health, feelings, emotions, comfortable, uncomfortable, intensity, positive, negative, conflicting, embarrassment, thoughts, behaviours		Exploring Emotions feelings, emotions, conflicting emotions, anxious, worried, embarrassed, proud, consequence, discrimination, confident, confidence, negative /positive thoughts	
Being Healthy water, drink, healthy, food, exercise, fresh air, sleep, tissues, germs	Being Healthy food, healthy diet, relax, physical activity, germs, sun safety, brain break		Being Healthy mental health, physical health, hygiene, oral hygiene, infection, decay, lifestyle, routines, habits, balanced, healthy,		Being Healthy physical health, mental health, healthy lifestyle, diet, balanced diet, exercise, strength, stamina, flexibility, personal hygiene, self-care, sleep, puberty, teenager	
Growing Up grow, growing, baby, toddler, child, changes, family, body parts – which?		Growing Up hygiene, unique, privacy, physical contact, permission, needs, secret		Growing Up female, male, puberty, breasts, pubic hair, underarm hair, vagina, penis, testicle	Growing Up - All female, male, puberty, sex parts, breasts, vagina, womb, clitoris, period, egg,	Growing Up - All puberty, menstruation, vagina, clitoris, penis, hormones, testosterone,



Progression of Skills, Knowledge & Vocabulary in Relationships, Sex & Health



Education at MPS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		vagina, penis, genitals		Girls only: menstruation, period, uterus, womb, fallopian tube, bleed, sanitary towel, tampon, period pants	menstruation, muscles, hips, penis, testicle/s, scrotum, sperm, semen, fertilise,	oestrogen, personal hygiene, genitalia, reproductive organs, consent
Changes change, season, spring, summer, autumn, winter, dry, wet, cold, hot,		Changes behaviour, emotions, managing emotions, positive, changes, health, strategy		Changes change, feelings, challenges, strategies, comfort zone, bravery		Changes conflicting emotions, anxiety, feeling overwhelmed, intensity, embarrassment, coping strategies, change, loss, transition
Bullying Matters rules, safe, friend, sad, happy, kind, right, wrong, fair, unfair	Bullying Matters friendship, kind/unkind feelings, lonely respect, bully, bullying, cyberbullying STOP acronym		Bullying Matters strategies, discrimination, consequences, behaviour, included, excluded appropriate, inappropriate, cyber-bullying STOP / START		Bullying Matters bully, cyber-bullying, direct bullying, indirect bullying, banter, name calling, online, offline, conflict STOP / START acronym consequences	
Being Me same, different, special, like, dislike, keep trying		Being Me personality, culture, interests, individual, appearance, likes, dislikes, unique, proud, community.		Being Me interests, likes, dislikes, identity, ethnicity, proud/pride, opinion, similar, different, respect, role/s, responsibility, community, rules, rights, beliefs, identity, praise, self-esteem, British Values		Being Me talent, strengths, aspirations, traits, discrimination, unique, diversity, autism,



Progression of Skills, Knowledge & Vocabulary in Relationships, Sex & Health

Education at MPS

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Diversity Matters boy, girl, like, dislike, friend, fair, unfair, job	Diversity Matters similar, different, equal, special, unique, family		Diversity Matters diversity, equal, equity, equality, stereotype, respect, fair, discrimination, tolerance		Diversity Matters different, similar, diversity, prejudice, fair, unfair, discriminate / tion, compassion, respect, stereotype, gender, gender identity, gay, lesbian, heterosexual, transgender, refuge, refugee,	
Being Responsible tidy, untidy, recycle, care, manners, please, thank you, excuse me, I'm sorry, lonely	Being Responsible Instructions, rules, fair/unfair, decisions responsibilities, recycle, environment, vote		Being Responsible law, rules, responsibility, rights, consequences, compassion, voting, ballot, debate, welfare, climate change, wants, needs, decisions British Values – democracy, liberty, tolerance, respect		Being Responsible human rights, responsibility, environment, rules, laws parliament, House of Commons / Lords, community, compassion	



Progression of Skills, Knowledge & Vocabulary in Relationships, Sex & Health

Education at MPS

<p>Being Safe safe, rule/s, danger, police, ambulance, fire brigade, fire fighter, road, traffic light</p>		<p>Being Safe hazard, community, emergency, risk, dangerous, road safety, car clever, privacy, trusted adult, personal</p>		<p>Being Safe hazard, risk, emergency, First Aid, consent, boundaries, acceptable, unacceptable, consequences, permission, unfriend, block</p>		<p>Being Safe hazard, peer group, peer pressure, risk, safety, self-esteem hazard/s, water hazard, road safety, emergency, response, injury,</p>
<p>Relationships friend, kind, care, love, family, respect, , manners, please, thank you, excuse me, I'm sorry, lonely</p>	<p>Relationships relationship, family, friendship, kindness, feelings, lonely, respect, cooperation</p>		<p>Relationships relationship/s, friendships, family structures, fairness, risks, secrets, jealousy, support, love, honesty, insults, control, respect, power, compromise</p>		<p>Relationships relationship, family, friend, friendship, partner, marriage, religious ceremony, civil ceremony, civil partnership, vows, forced marriage, difference, respect, confidential, passive, aggressive, assertive same sex / opposite sex</p>	
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Money Matters money, shop, till, purse, coin/s, buy, spend, price, cost, job/s</p>		<p>Money Matters money, coins, notes, cost, debit card, pin number, savings, wants, needs , bank, charity</p>		<p>Money Matters bank, saving, spending, donating, loan, interest, debt, enterprise, tax</p>		<p>Money Matters consumer, career, fair trade, finance, profit, tax, gambling</p>