



RSHE Progression of Knowledge and Skills

	By the end of EYFS Children at the expected level of development will...	By the end of Year 1 Children will	By the end of Year 2 Children will	<i>This will be built on as children leave Hettis Lane through KS2 so that by the end of primary school (KS2/ Year 6) children will know</i>
Physical Health and Mental Well Being				
Mental Wellbeing	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly (ELG PSED Self Regulation) Show sensitivity to their own and others needs (ELG PSED building relationships) Participate in small group, class and one to one discussion offering their own ideas using recently introduced vocabulary (ELG CL S) 	<ul style="list-style-type: none"> Be able to speak positively about themselves and others Recognise and name different feelings. (Happy, sad, angry, frightened) Use a range of vocabulary to describe and share their feelings Begin to recognise what others might be feeling Identify things that help people feel good (eg playing outside, doing things they enjoy, spending time with family and getting enough sleep) Identify things they can do to help calm themselves down when they feel angry Know that they can ask for help with their feelings Begin to understand that feelings can affect the feelings of others 	<ul style="list-style-type: none"> Identify their own and others strengths Recognise and name different feelings that humans can experience Know that feelings can affect people's bodies and how they behave (eg: when I am angry it makes me..) Recognise what others might be feeling Recognise that not everyone feels the same at the same time or feels the same about the same things Know about ways of sharing feelings using a range of words to describe feelings Identify different things they can do to manage feelings to help calm themselves down and or change their mood when they don't feel good Recognise when they need help with feelings and that it is important to ask for help with feelings and how to ask for it Know that we need to look after our mental health and how we feel as well as our physical health 	<ul style="list-style-type: none"> <i>that mental wellbeing is a normal part of daily life, in the same way as physical health</i> <i>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</i> <i>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</i> <i>how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</i> <i>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</i> <i>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</i> <i>isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</i> <i>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</i> <i>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</i> <i>it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</i>
Internet Safety and Harms	<ul style="list-style-type: none"> Know the internet is not always safe and to keep safe you need to know and follow basic rules Know not to give away personal information online & to speak to an adult for help. 	<ul style="list-style-type: none"> Know basic rules to keep safe online (in line with expectations of Year 1 computing curriculum) Understand what to share and what to keep private online and know not to give away personal information Know the importance of telling a trusted adult if they come across something unpleasant or that scares them 	<ul style="list-style-type: none"> Recognise the importance of knowing when to take a break from time online or TV Know and apply rules to keep safe online (in line with expectations of Year 2 computing curriculum) including what is meant by personal information and what should be kept private Know the importance of telling a trusted adult if they come across something unpleasant or that scares them and where and how to report concerns 	<ul style="list-style-type: none"> <i>that for most people the internet is an integral part of life and has many benefits</i> <i>about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</i> <i>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</i> <i>why social media, some computer games and online gaming, for example, are age restricted</i> <i>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</i>

			<ul style="list-style-type: none"> • Know how to keep safe when playing games online 	<ul style="list-style-type: none"> • <i>how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</i> • <i>where and how to report concerns and get support with issues online</i>
Physical Health & fitness	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs including dressing, going to the toilet (ELG PSED Managing Self) • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing (ELG PD) 	<ul style="list-style-type: none"> • Know what keeping healthy means and different ways to keep healthy 	<ul style="list-style-type: none"> • Know what keeping healthy means and different ways to keep healthy • Know about how physical activity helps us to stay healthy and ways to be physically active every day (walking to school/ wake up & shake up) 	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health
Healthy Eating	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs including understanding the importance of healthy food choices (ELG PSED Managing Self) 	<ul style="list-style-type: none"> • Know about foods that support good health 	<ul style="list-style-type: none"> • Know about a healthy diet and foods that support good health and the risks of eating too much sugar (In line with the Y2 science curriculum) 	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours
Drugs Alcohol & Tobacco			<ul style="list-style-type: none"> • Know about things that people can put into their body or on their skin: how these affect how people feel 	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and Prevention	<ul style="list-style-type: none"> • Know how to use simple breathing techniques to relax (Using Take 5) • Begin to understand it is important to brush their teeth • Know how to wash their hands to help prevent germs from spreading • Begin to understand ways to keep safe in the sun • Know who help to keep us healthy (doctor, nurse) • To know to get help at school or at home if someone has an accident or is hurt 	<ul style="list-style-type: none"> • Know that sleep is important • Know how to use simple breathing techniques to relax (Using Take 5) • Know about dental care and visiting the dentist: how to brush teeth correctly • Know how to keep safe in the sun and protect skin from damage • Know simple hygiene routines (including handwashing and respiratory hygiene) that can stop germs from spreading • Can identify people who help us to stay physically healthy (Doctor, nurse, dentist) • Know about what to do if there is an accident or someone is hurt 	<ul style="list-style-type: none"> • Know how to use simple breathing techniques to help self regulate and relax (Take 5) • Know about dental care and visiting the dentist: how to brush teeth correctly; food and drink that support dental health • Know how to keep safe in the sun and why it is important to protect skin from damage • Know and can demonstrate simple hygiene routines (including handwashing and respiratory hygiene) that can stop germs and viruses from spreading • Know what medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy • Know about people who help us to stay physically healthy • Know about what to do if there is an accident or someone is hurt • Know how to get help in an emergency (how to dial 999 and what to say) • 	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination • how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Basic First Aid				

<p>Keeping Safe</p> <p>Our School Value: We keep ourselves and others safe</p>	<ul style="list-style-type: none"> • Explain the reasons for rules, know right from wrong and try to behave accordingly (ELG PSED MS) • Know our school values and rules • Know how to keep safe in familiar environments (eg: at school & on the way to school on holiday) 	<ul style="list-style-type: none"> • Know that rules are there to keep us safe • Know our school values and rules • Know about how to keep safe at home • Know ways to keep safe in familiar and unfamiliar environments (eg on the street and how to cross the road safely and near water) • Identify what is safe and unsafe in simple everyday situations and talk about how to reduce risk. 	<ul style="list-style-type: none"> • Know that rules and age restrictions are there to keep us safe • Demonstrate an understanding of our school values and rules • Recognise risk in simple everyday situations and what action to take to minimise harm • Know about how to keep safe at home (including around electrical appliances and fire safety/ not playing with matches/ lighters) • Know that household products can be harmful if not used correctly • Know ways to keep safe in familiar and unfamiliar environments (eg: near water at the beach, shopping centre, on the street and how to cross the road safely) • About people whose job it is to keep us safe 	
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Relationships

<p>Families and people who care for me</p> <p>Our school value: We respect everyone</p>	<ul style="list-style-type: none"> • Use simple language to talk about their family 	<ul style="list-style-type: none"> • Identify important people in their life and the role they play (friends, family) • Identify people in their family • Have an awareness that not all families look the same 	<ul style="list-style-type: none"> • Identify people who love and care for them and know what they do to help them feel cared for • Know about respecting different types of families including those that may be different to their own • Identify common features of healthy family life (caring, loving relationships, spending time together) • That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried 	<ul style="list-style-type: none"> • <i>that families are important for children growing up because they can give love, security and stability</i> • <i>the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</i> • <i>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</i> • <i>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</i> • <i>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</i> • <i>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</i> <i>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious</i>
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<p>Caring Friendships</p> <p>Our school value: We are Caring & Kind</p>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others (ELG PSE BR) • Form positive attachments to adults and friendships with peers (ELG PSE BR) • Show sensitivity to their own and other needs (ELG PSED BR) 	<ul style="list-style-type: none"> • Identify their friends and know what makes a good friend • Know how to treat each other with kindness consideration and respect 	<ul style="list-style-type: none"> • Know about how people make friends and what makes a good friendship • Know about how to recognise when they or someone else feels lonely and what to do • Know some simple strategies to resolve arguments between friends positively • Know how to ask for help if a friendship is making them feel unhappy 	<ul style="list-style-type: none"> • <i>how important friendships are in making us feel happy and secure, and how people choose and make friends</i> • <i>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</i> • <i>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</i> • <i>that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</i> • <i>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</i>
<p>Respectful Relationships</p> <p>Respecting self and others</p> <p>Our School Value: We respect everyone and everything</p>	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others (ELG PSE BR) • Form positive attachments to adults and friendships with peers (ELG PSE BR) • Show sensitivity to their own and other needs (ELG PSED BR) 	<ul style="list-style-type: none"> • Recognise what makes them special • Recognise the ways in which they are the same and different to others • Know the word respect and examples of how to show respect • Know about what is kind and unkind behaviour and how this can affect others 	<ul style="list-style-type: none"> • Recognise ways in which they and others are special/ unique • Identify what they are good at and what they like and dislike • Know how to manage when finding things difficult • About how to treat themselves and others with respect: how to be polite and courteous • Know how to listen to other people and play and work cooperatively 	<ul style="list-style-type: none"> • <i>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</i> • <i>practical steps they can take in a range of different contexts to improve or support respectful relationships</i> • <i>the conventions of courtesy and manners</i> • <i>the importance of self-respect and how this links to their own happiness</i> • <i>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</i>
<p>Managing hurtful behaviour and Bullying</p>	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly (ELG PSED SR) • Begin to understand that people can be hurt by words and actions • Be aware of what bullying is and what to do 	<ul style="list-style-type: none"> • Know that bodies and feelings can be hurt by words and actions and that people can say hurtful things online • Know what bullying is and how to report bullying and the importance of telling a trusted adult • Begin to understand that their actions can affect the feelings of others 	<ul style="list-style-type: none"> • Know about how people may feel if they experience hurtful behaviour or bullying (including online) • Know that hurtful behaviour (offline and online) including teasing, name calling, bullying and deliberately excluding others is not acceptable: • Know what bullying is, that it is unacceptable and how to report bullying and the importance of telling a trusted adult 	<ul style="list-style-type: none"> • <i>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</i> • <i>what a stereotype is, and how stereotypes can be unfair, negative or destructive</i> • <i>the importance of permission-seeking and giving in relationships with friends, peers and adults</i>
<p>Online relationships</p> <p>Our School Value: We keep ourselves safe</p>	<ul style="list-style-type: none"> • Know the internet is not always safe and to keep safe you need to follow basic rules 	<ul style="list-style-type: none"> • Know how the internet and digital devices can be used safely to find things out and to communicate with others • About the role of the internet in everyday life • Know that sometimes people may behave differently on line including by pretending to be someone they are not 	<ul style="list-style-type: none"> • About how the internet and digital devices can be used safely to find things out and to communicate with others • That not all information seen online is true • That sometimes people may behave differently on line including by pretending to be someone they are not 	<ul style="list-style-type: none"> • <i>that people sometimes behave differently online, including by pretending to be someone they are not</i> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</i> • <i>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i> • <i>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</i> • <i>how information and data is shared and used online</i>

<p>Being Safe & Safe relationships</p> <p>Our School value: <i>We keep ourselves and others safe</i></p>	<ul style="list-style-type: none"> To know different parts of the body and that that parts of their body covered by underwear are private To know they should ask for help and tell a trusted adult if they are worried or feel unsafe 	<ul style="list-style-type: none"> How to respond safely to adults they don't know To recognise that some things are private and the importance of respecting privacy: including that parts of their body covered by underwear are private What to do if they feel unsafe or worried for themselves or others: who to ask for help and vocabulary to use when asking for help 	<ul style="list-style-type: none"> How to respond safely to adults they don't know How to respond if physical contact makes them feel uncomfortable or unsafe To recognise that some things are private and the importance of respecting privacy: that parts of their body covered by underwear are private About knowing there are situations when they should ask for permission and also when their permission should be sought About the importance of not keeping adults secrets (only happy surprises that others will find out eventually) Know basic techniques for resisting pressure to do something they don't want to do which may make them unsafe What to do if they feel unsafe or worried for themselves or others: who to ask for help and vocabulary to use when asking for help : importance of keeping trying until they are heard 	<ul style="list-style-type: none"> <i>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i> <i>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</i> <i>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</i> <i>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i> <i>how to recognise and report feelings of being unsafe or feeling bad about any adult</i> <i>how to ask for advice or help for themselves or others, and to keep trying until they are heard,</i> <i>how to report concerns or abuse, and the vocabulary and confidence needed to do so</i> <i>where to get advice, for example family, school or other sources</i>
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How we will implement PSHE at Hetts Lane

- Discrete PSHE lessons and additional weekly class assembly
- Induction week(s) at the start of each term
- Circle time activities
- Take 5
- Forest school sessions (when available)
- School staff model positive behaviours
- Nurture groups
- Cross curricular links to PE, RE, Computing and Science
- School councillors
- Key stage assemblies linked to British Values, school values and PSHE
- School rules for Happy Learning
- School Value Awards
- CASE in Year 2