



Curriculum Scope	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family & Respectful Relationships	<b>Family</b>  I can talk about members of my immediate family and community.  I can name and describe people.	<b>Family</b>  I know the people who love and care for me and what they do to help me feel cared for.  I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.	<b>Family</b>  I can identify common features of family life and the things we do together and I understand the importance of doing things as a family.  I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.	<b>Family</b>  I can talk about different types of families including those that might be different to my own (including single parents, same sex parents, blended families, foster parents).  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).	<b>Family</b>  I can recognise that a feature of positive family life is caring relationships; that there are different types of relationships and the different ways in which people care for one another.  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).	<b>Family</b>  I can recognise other shared characteristics of healthy family life, including commitment, care spending time together; being there for each other in times of difficulty.  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).	<b>Family</b>  I can talk about different types of relationship, including marriage and civil partnerships and those between family and friends.  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).
	<b>Respectful Relationships</b>  I can build constructive and respectful relationships  I can think about the perspectives of others and show sensitivity  I can explain the class/school rules  I can recognise people have beliefs and celebrations  I can recognise some similarities and differences	<b>Respectful Relationships</b>  I can listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).  I can recognise the ways in which I am similar and different to others (and that this is ok).  I can talk about things that I like and understand that others like different things.  I can explain that it is important to tell someone	<b>Respectful Relationships</b>  I can understand how to treat myself and others with respect.  I can learn how to be polite and courteous.  I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.	<b>Respectful Relationships</b>  I can recognise positive things about myself and the things that I do and I understand that they are important.  I can expect to be treated politely and with respect by others in school and in wider society and in-turn, I offer the same to others.  I understand how to improve or support respectful relationships.  I can find out where to get advice and report concerns if	<b>Respectful Relationships</b>  I can talk about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.  I understand when something should be kept confidential or a secret (e.g. a birthday surprise that others will find out about) and when it is right to break confidence or share it with an adult.  I can find out where to get advice and report concerns if	<b>Respectful Relationships</b>  I can recognise how stereotyping including gender, race, religion, disability (etc) can negatively influence behaviours and attitudes towards others and I know some strategies for challenging stereotypes.  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).	<b>Respectful Relationships</b>  I can understand that respect is two-way and how we treat others is how we can expect to be treated.  I can begin to know practical steps I can take to improve or support respectful relationships.  I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or
		<b>Key Vocabulary</b> Family names e.g. Mum, Dad, Grandma, Grandad, look after, care	<b>Key Vocabulary</b> My family, family life, family time, household, activities	<b>Key Vocabulary</b> Parents, single parents, same sex parents, blended families, foster parents, adopted parents	<b>Key Vocabulary</b> Care, love, happiness,	<b>Key Vocabulary</b> Commitment, difficulty, care, being there,	<b>Key Vocabulary</b> Marriage, civil partnerships, partner, separated, divorce



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	<p>between life in this country and life in other countries.</p> <p>I can discuss some places that are special to members of the community</p> <p>I can respect/care for natural environments/living things</p>	<p>(such as my teacher) if something about my family or friends makes me unhappy or worried.</p> <p><b>Key Vocabulary</b> Respect, listening, teamwork, sharing, taking turns, similar, different, unique, like, dislike</p>	<p><b>Key Vocabulary</b> Respect, polite, courteous, kind, thoughtful</p>	<p>worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p> <p><b>Key Vocabulary</b> Respect, polite, considerate, support</p>	<p>worried about my own or someone else's health (mental or physical) or personal safety (including any online problems)</p> <p><b>Key Vocabulary</b> Bullying, consequences, secret, confidential, safety</p>	<p><b>Key Vocabulary</b> Stereotype, gender, race, religion, disability, negative behaviour, negative attitude, strategies,</p>	<p>personal safety (including any online problems).</p> <p><b>Key Vocabulary</b> Respectful relationships, support, resolve</p>
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<p>Friendships &amp; Wellbeing</p>	<p><b>Friendships</b></p> <p>I can show an interest in others and use my social skills to play alongside others</p> <p>I can start to use the names of others</p> <p>I can develop friendships with peers</p> <p>I can solve problems and resolve conflicts</p>	<p><b>Friendships</b></p> <p>I can talk about how people make friends, what a good friendship is and how friendship should make me feel.</p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p>	<p><b>Friendships</b></p> <p>I can talk about how I can be a good friend including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust and sharing interests.</p> <p>I can use simple strategies to solve to resolve arguments with friends positively.</p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p>	<p><b>Friendships</b></p> <p>I can talk about how healthy friendships make people feel included, I can recognise when people feel lonely or excluded and I know strategies to include them.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p>	<p><b>Friendships</b></p> <p>I can explore how friendships can change over time, about making new friends and the benefits of having different types of friends.</p> <p>I know strategies to work through difficulties with my friends and friendship groups (rather than ending a friendship).</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p>	<p><b>Friendships</b></p> <p>I can recognise if a friendship (online or offline) is making me feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p>	<p><b>Friendships</b></p> <p>I can talk about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) and seeking and giving permission (consent) in different situations including close friendships.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p>
	<p><b>Key Vocabulary</b> Friend, friendships, smile, happy, loved, fun, share</p>	<p><b>Key Vocabulary</b> Good friend, mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests</p>	<p><b>Key Vocabulary</b> Healthy friendship, included, care, loved, happy, enjoyment, fun, lonely, left out, help</p>	<p><b>Key Vocabulary</b> New friends, different friends, hobbies, interests, difficulties, strategies, resolve</p>	<p><b>Key Vocabulary</b> Un/safe, un/comfortable, support</p>	<p><b>Key Vocabulary</b> Privacy, personal boundaries, appropriate, seeking permission, giving permission</p>	
	<p><b>Wellbeing</b></p> <p>I can show an awareness of feelings such as happy/sad</p> <p>I can express my feelings and the feelings of others</p> <p>I can identify and moderate my own feelings socially and emotionally</p> <p>I can use the toilet and wash my hands</p> <p>I can manage my own basic and personal needs.</p> <p>I can discuss and implement good hygiene e.g. wash hands</p>	<p><b>Wellbeing</b></p> <p>I can recognise and name feelings and communicate my feelings to others.</p> <p>I understand that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p>	<p><b>Wellbeing</b></p> <p>I can talk about ways of sharing feelings, use range of words to describe feelings and recognise when I need help with feelings.</p> <p>I can explore different things I can do to manage my feelings, to help calm myself down and/or change my mood when I don't feel good.</p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p>	<p><b>Wellbeing</b></p> <p>I can recognise how good quality sleep, exercise/time outdoors, hobbies and spending time with family and friends can support my health and wellbeing.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical)</p>	<p><b>Wellbeing</b></p> <p>I can explore how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical)</p>	<p><b>Wellbeing</b></p> <p>I can talk about strategies to respond to feelings, including intense or conflicting feeling and how to manage and respond to feelings appropriately in different situations.</p> <p>I can show understanding about the physical and emotional changes that happen when approaching and during puberty, including the menstrual cycle.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical)</p>	<p><b>Wellbeing</b></p> <p>I can talk about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; that drug use can become a habit which can be difficult to break and that there are laws surrounding the use of legal drugs.</p> <p>I can talk about what is meant by first aid and use basic techniques for dealing with common injuries.</p> <p>I can talk about how to respond and react in an emergency situations, how to</p>



I can discuss health and wellbeing such as healthy eating

I can show resilience and perseverance in the face of challenge

**Key Vocabulary**  
Feelings, emotions, happy, sad, angry, worried, excited, nervous, anxious,

**Key Vocabulary**  
Feelings, emotions, mood, happy, sad, angry, worried, excited, nervous, anxious, communicate, support, help, manage, calm,

**Key Vocabulary**  
Quality sleep, exercise, outdoors, hobbies, family time, spending time with friends, health, wellbeing

**Key Vocabulary**  
Medicine, health, diseases, vaccinations, immunisations, allergies, health, wellbeing

**Key Vocabulary**  
Intense feelings/emotions, anger, sadness, anxious, nervous, panic, manage, respond, strategies, physical changes, emotional changes, puberty, menstrual cycle

identify situations that may require the emergency services and I know how to contact them and what to say.

I can talk about the physical and emotional changes that happen when approaching and during puberty and the processes of reproduction and birth as part of the human life cycle.

I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical)

**Key Vocabulary**  
Drugs, cigarettes, vaping, alcohol, medicines, habit, impact, laws, first aid, emergency, injury, emergency services, ambulance, police, fire brigade, 999, puberty, reproduction, birth, human life cycle



<p>Online Relationships &amp; Being Safe</p>	<p><b>Being Safe</b></p> <p>I can start to explore how to keep healthy, exercise and good hygiene.</p> <p>I can follow instructions involving several steps/actions.</p> <p>I can explain the class/school rules.</p> <p>I can manage my own basic and personal needs.</p>	<p><b>Being Safe</b></p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p> <p><b>Key Vocabulary</b></p> <p>Un/safe, worried, un/happy, help, trusted adult, safeguarding poster</p>	<p><b>Online Relationships &amp; Being Safe</b></p> <p>I can talk about how to respond safely to adults I do not know (online and offline).</p> <p>I can explain that it is important to tell someone (such as my teacher) if something about my family or friends makes me unhappy or worried.</p> <p><b>Key Vocabulary</b></p> <p>Un/safe, worried, un/happy, help, communicate, trusted adult, safeguarding poster</p>	<p><b>Online Relationships &amp; Being Safe</b></p> <p>I can talk about privacy and I understand what personal boundaries are (online and offline).</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p> <p><b>Key Vocabulary</b></p> <p>Privacy, personal boundaries, personal safety, online, offline, advice, report, communicate, concern</p>	<p><b>Online Relationships &amp; Being Safe</b></p> <p>I can recognise different types of physical contact; what is acceptable and unacceptable and strategies to respond to unwanted physical contact.</p> <p>I understand when something should be kept confidential or a secret (e.g. a birthday surprise that others will find out about) and when it is right to break confidence or share it with an adult.</p> <p>I know the differences between online and offline friendships.</p> <p>I can talk about the impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems)</p> <p><b>Key Vocabulary</b></p> <p>Physical contact, hit, grab, punch, hold, kiss, touch, hug, acceptable, unacceptable, personal safety, strategies, communicate, confidential, secret, online, offline, bullying, advice, report, concern</p>	<p><b>Online Relationships &amp; Being Safe</b></p> <p>I can talk about how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know.</p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p> <p><b>Key Vocabulary</b></p> <p>Communicate, respond, personal safety, advice, report, concern</p>	<p><b>Online Relationships &amp; Being Safe</b></p> <p>I can find out where to get advice and report concerns if worried about my own or someone else's health (mental or physical) or personal safety (including any online problems).</p> <p><b>Key Vocabulary</b></p> <p>Communicate, respond, personal safety, advice, report, concern</p>
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