



RSHE Progression of Skills

	NURSERY	RECEPTION	YEAR 1	YEAR 2
Families and People Who Care for Me	That families are important for children growing up safe and happy because they can provide love.	That families are important for children growing up safe and happy because they can provide love, security and stability.	The characteristics of safe and happy family life, such as 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. That the families of other children, 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.	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	How important friendships are in making us feel happy and secure.	How important friendships are in making us feel happy and secure, and how people choose and make friends.	That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences,

		That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.		and support with problems and difficulties. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. How to manage conflict, and that resorting to violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, Kind Relationships	How to pay attention to the needs and preferences of others, including in families and friendships.	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. How to communicate effectively and manage conflict with kindness and	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through

		respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	different preferences or beliefs.	developing skills and interests. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online Safety and Awareness		That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. Online risks, including that any material provided online might be circulated, and that once a picture or	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. That the internet contains a lot of content that can be

			words has been circulated there is no way of deleting it everywhere and no control over where it ends up.	inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe		What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
General Wellbeing	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care	Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies,	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement,

	techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who 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). That it is common to experience mental health problems, and early support can help.
Wellbeing Online	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time	Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

	spent with friends and family, as well as hobbies, interests and community participation.	The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	Where and how to seek support (including recognising the triggers for seeking support), including who 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). That it is common to experience mental health problems, and early support can help.
Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle. PE	The characteristics and mental and physical benefits of an active lifestyle.	The importance of building regular physical activity 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, moderate and/or vigorous physical activity.	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. SCIENCE

Healthy Eating		What constitutes a healthy diet (including understanding calories and other nutritional content).	What constitutes a healthy diet (including understanding calories and other nutritional content).	Understanding the importance of a healthy relationship with food. 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 (e.g. the impact of alcohol on diet or health).
Health Protection and Prevention	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.

			About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal Safety		About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid			How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Please note, the following objectives are covered in KS2

Families and people who care for me

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Respectful, kind relationships

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

Drugs, alcohol, tobacco and vaping

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.