



RELATIONSHIPS, HEALTH AND SEX EDUCATION PROGRESSION

Subject Intent

All children will leave GWPA with the skills and knowledge to keep themselves healthy and safe in the real world and online.

The aims are for children to understand what healthy relationships look like and to be respectful of other people's thoughts and feelings.

3 Key Concepts

Relationships	Health and Well-being	Living in the Wider World
At each Key stage children will learn how to maintain collaborative and respectful relationships both in person and online platforms. They will be able to recognise and talk about feelings and the impact of these on relationships. They will be able to recognise whether relationships can make them feel unhappy, uncomfortable or unsafe and will learn how to manage these situations and how to seek help or advice from others.	At each key stage children will learn to recognise a range of emotions and how to appropriately respond in a range of situations. They will learn how to talk about their own mental wellbeing and others' feelings and will understand where to seek support. Children will recognise and maintain a healthy lifestyle both physically and mentally. Children will understand the need to stay safe and understand their own bodies. The learning will be tailored to the children's age and will ensure that both boys and girls are prepared for the changes that occur during adolescence.	At each key stage children will learn how to be a responsible citizen. This will include learning about rights, rules and responsibilities; financial capabilities; diversity and working together in the community and employment opportunities.

Milestones

Key Stage One	Key Stage One	Key Stage One
Children can discuss behaviours that keep people safe and happy. They can identify similarities and differences between them and others and identify difference is positive. They know there is a link between thoughts feelings and behaviours and can recognise emotions in others and understand why friendship is important.	Children can identify a risky situation and suggest ways to reduce the risk. They can discuss personal safety. Children can give examples of how to be healthy, including healthy eating and physical activity. They understand their body belongs to them and how to maintain basic personal hygiene.	Children can describe aspects of their identity and name their own strengths and skills. They can describe classroom responsibilities and explain what is meant by voting. Children understand that we receive and spend money in different ways and know there is a difference between money and need and a want.
Lower Key Stage Two	Lower Key Stage Two	Lower Key Stage Two
Children understand how to help build co-operative relationships. They understand that bullying is deliberately hurtful behaviour including cyber bullying and can demonstrate techniques to respond to or support someone in a bullying situation.	Children understand traffic, fire and water safety and can describe preventable and unintentional accidents. They know how to report online content that makes them feel uncomfortable. Children can identify the main stages of the human lifecycle. They understand the reasons for personal hygiene and can use the	Children can recognise difference and respect diversity. They can identify skills they would like to develop. They can explain why rights are important and take part in simple debate and voting. The children know ways to keep money safe and understand there are choices on how to spend it.

Children can recognise that people live in different family patterns and can use non-verbal as well as spoken cues to describe feelings.	scientific terms for the main parts of the male and female bodies.	
Upper Key Stage Two	Upper Key Stage Two	Upper Key Stage Two
<p>Children can collaborate and develop strategies with others to ensure a safe environment. They can identify and describe prejudice driven bullying and how peer pressure affects a situation.</p> <p>Within friendships, children can recognise and value difference. The children will have developed strategies for coping with future changes, including transition to secondary school.</p>	Children can categorise drugs as medical, non-medical, legal and recreational drugs. They have clear ideas about medicine safety. They understand a range of factors which contribute to a healthy lifestyle, including mental health. Children understand the main changes that occur during puberty and describe the main stages of how a baby is made using scientific vocabulary.	Children understand how other people can influence their perception of themselves and can describe the ethnic make-up of their community and different groups that make up Britain. Children can talk about the skills they would like to develop and hopes for the future. They know why laws and rules are needed in society and understand the roles of parliament, MPS and councillors. Children have a broad view of what money is including history, trade and currencies.

Vocabulary

End of EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Boy, girl, family, friends, food, safe, unsafe, right, wrong, taking turns, healthy, sleep, happy, sad, angry, excited, nervous	Same, different, babies, male, female, birth, body parts, vagina, penis, growing, changing, medicine, healthy, doctor, asthma, emergency, responsible. hazards, road safety, fire safety, danger. friendships, clues, care, worries, Healthy diet, exercise, active, rest, routines, respect, responsible, rules, private	difference, Stereotyping, Individual, Relationship, hygiene, Anxious, Emotions, Support, safety, wellbeing Saving, spending and budgeting, Democracy, British Values, Customs Extended Families, Citizen, Racism, Power Superiority Rules Laws Rights Responsibilities Community Anti -social, diversity	Puberty, emotional, physical, behavioural, values, gender, stereotyping, religion, culture, values, relationships, differences, reproduction, reproductive organs, conception, womb, uterus, egg, ovum, menstruation, periods, responsibilities, erection, roles, sex, support, advice. Tobacco, nicotine, alcohol, solvents, legal and illegal drugs, risks, age restrictions. Peer pressure, consequence, antisocial, peer pressure, independent, gangs, youths, protected. Mental health, mood, mind, strategies, stigma, discrimination, loans, credit cards, debt, manageable, unmanageable, salary, influence, careers, Ballot, Taxes, Political Party, Prime Minister, Finance, Manifesto Homophobic, Sexist, Transphobic, Prejudice, Blended families, Diverse.

