



Progression of Knowledge, Skills and Understanding - RHE

Autumn Term

Spring Term

Summer Term

	Year 1	Year 2
Relationships	<p><u>Beginning to understand rules</u> Understands right and wrong Understands: What rules are. Why do we have them? Where do we have rules? (meaningful contexts – classroom rules, playtime rules, lunch time rules). Can answer: Do you have rules at home? What are the rules at school?</p> <p><u>Building Friendships</u> Knows what it means to be a good friend Understands: What a friend is Can answer: How do friends make you feel?</p> <p><u>Starting to understand meaningful relationships</u> If able to identify people why are important to them and can talk about why they are important to them. Can answer: -Who is in your life? - Who is in your home?</p> <p><u>Awareness of their bodies</u> Understands basic changes in growth that have happened since they were a baby Understands: What they could/couldn't do as a baby</p>	<p><u>Understanding Relationships</u> Talks about the different relationships they have in life (including belonging to different communities – geographical, religious groups, clubs)</p> <p>Understands: What 'relationship' means; Understands what is appropriate behaviour in different relationships</p> <p>Who do you live with? Who is in your family?</p> <p>Understands that we form relationships as part of a group, such as a class, after-school clubs, religious group,</p> <p>Understands: What 'safe' means; Can answer: What makes you feel safe?</p> <p>Expresses how they would like to be treated</p> <p>Develops an understanding of 'love' Understands the different ways that people can show love Can answer: What makes you happy? How can you show someone you care about them?</p>

		<p><u>Awareness of their bodies</u> Begin to understand the differences between girls' (female) and boys' (male) bodies</p> <p>Understands: That biologically male and female bodies are different (at birth)</p>
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	Year 1	Year 2
<p>Emotional Health and Wellbeing</p>	<p><u>Recognising emotions</u> Understand and recognise feelings (happy, sad, excited, worried, scared, calm, angry) can talk about what things make them happy or sad etc</p> <p>Understands: different facial expressions</p> <p>Begin to know what makes them feel better if they are feeling sad, worried or scared. Begin to understand ways to make others feel better if they are feeling sad, worried or scared. Understand fair/unfair</p> <p><u>Similarities with others</u> Is starting to make connections with others by recognising that they may have things in common with a friend or peer e.g. they both have cats, they both like pasta etc</p> <p>Can say what friends do that makes them feel happy and what friends do that makes them feel sad. Begin to understand the differences between joking and hurtful teasing and know how they make people feel Know how we can help or get help if we are worried about teasing or someone being unkind. Can name people they trust e.g. responsible adults, friends, brothers and sisters</p>	<p><u>Recognising emotions</u> Express how feelings affect us and the way that we behave Develop an understanding about how we can manage the feelings we are unsure about Understands: What 'manage' means What emotions or feelings can they name? Understand the term 'unique' and recognise what is unique in the people we know</p> <p><u>Secrets and Privacy</u> Begin to understand about what things people keep private, when we might need to break privacy, when and who we should tell if we feel uncomfortable or worried Understands: What secret means What private/privacy means Link: to digital/media safety</p> <p><u>Adapting Behaviours</u> Understands who makes choices about our behaviour Understands when change is good and when it is difficult</p> <p><u>Coping with Loss/Changing Situations</u> Develops their understanding that change is a normal part of life Begins to understand what 'loss' means Can relate to a time when they 'lost' something and how it made them feel Understand and name some of the emotions that may be felt in situations involving the loss of special possessions or people</p>

	<p><u>Changing Situations</u> Begins to understand that change is a normal part of life Understand and name some of the emotions that may be felt in situations involving change such as moving to a new year group. Understand that everyone is special Recognise and express similarities and differences between ourselves and others Understand in what ways we are all equal</p>	
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	Year 1	Year 2
<p>Physical Health and Wellbeing</p>	<p>Understand and talk about what it feels like to feel safe/ unsafe Pupil Voice: What is safe? What does that word mean to them? Knows the people who keep us safe and what they do and who we can ask for help Can name people who they trust</p> <p>Knows who helps us to stay safe in different places such as home, school and then the wider community. Who are the people in the community who keep us safe?</p> <p>Understand what is meant by 'emergency' and how to alert the emergency services - Can they name the emergency services? Begin to understand how to keep our bodies well and what might make them unwell Pupil Voice: Have they ever felt poorly? Can they talk about how they felt?</p> <p>Understand the words 'healthy' and 'active'</p>	<p>Understand what sorts of things people put in their bodies (other than food) Understands: what 'medicine' is and what it is for Can talk about any experiences/ instances that they have seen or heard of people using medicine Begin to understand how we know what is safe to put in/on our bodies Understands vocabulary: healthy/physical Understands how we can keep active to keep healthy and what might happen if we are not physically active Understands what food does to our health and what is meant by 'healthy diet' Know when someone might need to dial 999 and how someone could help in an emergency</p>

Digital/Media Literacy	Begin to understand what you do online and what information you can access Knows what a computer is, what have they used a computer for? Knows what to do if you came across information that worried or upset you	Begin to understand when spending time online becomes unhealthy and why Begin to understand how to make sure that you are safe when communicating with others online Understands what 'safe' means when online/ talking to people they haven't met in person Understands where/who to go to if you are affected by something someone says to you online
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Glossary of Terms for RHE

Active: engage in physical energetic pursuits

Friends: a person with whom one has a bond of mutual affection.

Change: make different, alter or modify

Communicate: share or exchange information, news or ideas.

Community: group of people that share a commonality such as location, interest/hobby

Differences: things that are different/differ

Emotions: strong feeling deriving from one's circumstances, mood, or relationship with others.

Feelings: emotional state or reaction

Healthy: good physical and mental condition

Loss: the fact or process of losing something or someone

Physical: relating to the body rather than the mind

Relationship: the way in which two or more people are connected.

Rules: a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity.

Safe: protected from or not exposed to danger or risk; not likely to be harmed or lost.

Similarities: things that are the same/similar

Trust: firm belief in the reliability, truth or ability of someone or something