

St. Mary's RSHE Knowledge, Skills and Vocabulary Progression F1 – Y6



		Autumn	/ Advent	Spring	/ Lent	Summer /	Pentecost	KUW
F1	Theme	l am Made and	d Loved By God	I am Made to Love Others		I am Made to Live in a Community		
	Life to the Full	Handmade with Love (Kester's story) Heads Shoulders Knees and Toes Ready Teddy	I Like, You Like, We Like Good Feelings, Bad Feelings	Who's Who? You've Got a Friend in Me	Safe inside and out My Body, My Rules	God is Love		
	Knowledge	To know the name of key body parts. To know that I am loved by God To know that I am loved by God	To name different feelings of people and characters. To identify how I feel and why. To know that different people like different things e.g. colours, toys.	To be aware of own feelings and know that some actions and words can hurt others' feelings.	To be aware of the pants rule To know there are private body parts.	To know that a community is a special group that loves and cares for each other. To name some ways in which love and care is shown in a community.		To continue to develop positive attitudes about the differences between people. To show interest in different occupations. To begin to understand the need to respect and care for the natural environment and all living things.

		PD	PSED	PSED		PSED	
		Be increasingly	Select and use activities	Help to find solutions to		Develop their sense of	
		independent as they get	and resources, with help	conflicts and rivalries. For		responsibility and	
		dressed and undressed,	when needed. This helps	example, accepting that		membership of a	
		for example, putting	them to achieve a goal	not everyone can be		community.	
		coats on and doing up	they have chosen, or one	Spider-Man in the game,		Play with one or more	
		ŭ ,	which is suggested to	and suggesting other		other children, extending	
		zips. • Be increasingly		ideas.			
		0,	them.	Increasingly follow rules,		and elaborating play ideas.	
		independent in meeting their own care needs,	Become more outgoing	understanding why they			
		e.g. brushing teeth,	with unfamiliar people, in	are important.			
	Skills	using the toilet,	the safe context of their	•			
	S	washing and drying	setting.	Do not always need an adult to remind them of a			
		their hands thoroughly.	Show more confidence in	rule.			
		Make healthy choices	new social situations.	Develop appropriate ways			
		about food, drink,	new social situations.	of being assertive.			
		activity and		Talk with others to solve			
		toothbrushing.		conflicts.			
		toothbrushing.		Talk about their feelings			
				using words like 'happy',			
				'sad', 'angry' or 'worried'.			
				Begin to understand how			
				others might be feeling.			
F		Cuantian andh and	Likes/dislikes		Dady, privates are private	Fathan Can Hali Cuinit	
		Creation – earth, sea,	•	Relationships – family, friend	Body – privates are private	Father, Son, Holy Spirit Love – God/one another	
		stars, plants, animals, humans	Feelings – feelings words,		(NSPCC PANTS message) Safe	*	
		God – Love	good/bad Actions/consequence	Behaviour – positive,		Loving actions – caring, sharing, helping	
		God – Love	Mistake, sorry, forgiveness	negative Jesus – role-model, good	Talking – special people	Community	
	ä	Differences	iviistake, sorry, rorgiveriess	friend		Community	
	Vocab	Celebrate		Conflict – resolve			
		Freddy Teddy, Mollie Cat,		Forgiveness – ourselves,			
		Billy Bird		others			
		Gifts, talents, abilities		Others			
		Body – look after, use					

		Autum	n / Advent	Spring	/ Lent	Summer / P	entecost	KUW
F2	Theme	Made and	Loved By God	Made to Lo	ove Others	Made to Live in	a Community	KUW
	LttF	Handmade with Love	Good Feelings, Bad Feelings Let's Get Real Growing Up	Role Model Forever Friends	My Body, My Rules Feeling Poorly People Who help Us	Loving God, Loving Others	You, Me, Us	
	Knowledge	To know that I am special To confidently name key body parts To name how I am different to one other person.	To identify some good feelings and bad feelings. To know that I was once a baby and describe one thing that has changed	To know a good choice in comparison to a wrong choice. To know words that describe a good friend (kind, gentle)	To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. To show understanding of the need for safety when tackling new challenges, and consider and manage some risks.	To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. To be aware of the boundaries set and of behavioural expectations in the setting. To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.	• To know that they are part of a community (school, family of God)	
	Skills	To describe self in positive terms and talk about abilities.	To be confident to speak to others about own needs, wants, interests and opinions.	To explain own knowledge and understanding, and ask appropriate questions of others. To take steps to resolve conflicts with other children, e.g. finding a compromise.	To eat a healthy range of foodstuffs and understand a need for variety in food. To usually be dry and clean during the day To practice some appropriate safety measures without direct supervision			
	Vocab	Creation – earth, sea, stars, plants, animals, humans God – Love Differences Celebrate Freddy Teddy, Mollie Cat, Billy Bird	Likes/dislikes Feelings – feelings words, good/bad Actions/consequence Mistake, sorry, forgiveness Human life-cycle – baby, child, teenager, adult, senior citizen Then, now, older	Bible – special, Christians, Gospel Jesus – love Role-model – Love one another, good friend	Body – privates are private (NSPCC PANTS message) Safe – inside and out Talking – special people Medicine safety People who help us	Father, Son, Holy Spirit Love – God/one another Loving actions – caring, sharing, helping Community	Responsibility – people, places, planet	

	Gifts, talents, abilities	God's plan	Relationships – family,	God – created, love		
	Body – look after, use	Loved by God	friend			
			Behaviour – positive,			
			negative			
			Conflict – resolve			
			Forgiveness –			
			ourselves, others			

Yr 1			Autumn / Advent		Sprir	g / Lent		Summer / Penteco	st	Science
	Theme	Building a Great World (First week)	Feelings, Friends and Friendships	Special People (RE link)	Healthy Me!	I'm Growing and Changing	Money Sense (Focus Wk)	Safety in the Real World	Safety in the Virtual World	Body Part Names
	LttF	Let the Children Come	I am Unique Feelings, likes and dislikes and Say Sorry	Special People	Clean and Healthy	God Loves \ Girls & Bo (My Body	ys	Being Safe Can you help me? Who is my Neighbour?		Girls and Boys (My Body)
	Knowledge	H5. Simple hygiene routines that can stop germs from spreading H21. To recognise what makes them special L1. about what rules are, why they are needed, and why different rules are needed for different situations	H11. About different feelings that humans can experience R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R3. about different types of families including those that may be different to their own R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do	H33. about the people whose job it is to help keep us safe L16. different jobs that people they know or people who work in the community do L17. about some of the strengths and interests	H1. About what keeping healthy means; different ways to keep healthy H3. About how physical activity helps us to stay healthy; and ways to be physically active everyday H5. Simple hygiene routines that can stop germs from spreading H7. About dental	H26. About growing and changing from young to old and how people's needs change	L10. what money is; forms that money comes in; that money comes from different sources L11. that people make different choices	H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H35. about what to do if there is an accident and someone is hurt H36. how to get help in an emergency (how to dial 999 and what to say) R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R15. how to respond safely to adults they don't know R16. about how to respond if	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they	H25. to name the main parts of the body including external private parts /genitalia (e.g. vulva, penis, testicles)
	Skills	H23. identify what they are good at, what they like and dislike R23. to recognise the ways in which they are the same and different to others R24. how to listen to other people and play and work cooperatively	H12. to recognise and name different feelings H16. About ways of sharing feelings; a range of words to describe feelings R2. to identify the people who love and care for them and what they do to help them feel cared for R4. to identify common features of family life R8. simple strategies to resolve arguments between friends positively	someone might need to do different jobs	care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H8. How to keep safe in the sun and protect skin from sun damage		about how to save and spend money L15. that jobs help people to earn money to pay for things	physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought H29. to recognise risk in simple everyday situations and what action to take to minimise harm	come across something that scares them H27. about preparing to move to a new class/year group	
	Vocab		-,							

			Autumn / Advent		S	pring / Lent		Summer / Pentecost		
Y2	Theme	One World, One Family (First week)	Feelings and Relationships	Growing and Changing	Living a Healthy Life (SCIENCE LINK)	Sinister or Safe?	Money Makes Sense	Keeping Safe, Seeking Help	Keeping Safe, Seeking Help - online	My Treasured Community – (RE Link)
	LttF		Feelings Inside and Out Super Susie Gets Angry Treating Others Well	The Cycle of Life		Harmful Substances		Good Secrets and Bad Secrets		The Communities we Live in
	Knowledge	H22. to recognise the ways in which we are all unique L14. that everyone has different strengths R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them L2. how people and other living things have different needs; about the responsibilities of caring for them H24. how to manage when finding things difficult • To share facts about what is important to them.	H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult	R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private L4. about the different groups they belong to L5. about the different roles & responsibilities people have in their community L6. to recognise the ways they are the same as, and different to, other people H24. how to manage when finding things difficult (2.1)	H2. about foods that support good health and the risks of eating too much sugar H4. about why sleep is important and different ways to rest and relax H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health	H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H31. that household products (including medicines) can be harmful if not used correctly H37. about things that people can put into their body or on their skin; how these can affect how people feel	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want LINK TO LENT APPEAL L13. that money needs to be looked after; different ways of doing this	H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. 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	H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them H27. about preparing to move to a new class/year group H28. about rules and age restrictions that keep us safe R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not	L3. about things they can do to help look after their environment
	Skills									



Vocab

			Autumn / Advent		Sprin	g / Lent	Summer / Pentecos	t
		This is ME!	Feelings, Friends and Relationships	Loss, Separation and Relationships	My Health, My Responsibility! Inc. body, healthy eating, lifestyle	Rights and Responsibilities – Global citizenship, Human Needs and Human Rights	Keeping Myself Safe Inc Responsible Internet Use, using email	The World of Drugs
	LttF	Get Up	We Don't Have to be the Same	What am I Feeling?		Jesus, My Friend How do I Love Others? First Aid Heroes	Family, Friends and Others First Aid Heroes	Drugs, Alcohol and Tobacco (Y2 Spr)
Year 3	Knowledge	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes /dislikes) H26. that for some people gender identity does not correspond with their biological sex L6. about the different groups that make up their community; what living in a community means	H18. about everyday things that affect feelings and the importance of expressing feelings H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (Y4 strong focus) (REFER TO CATHOLIC TEACHING) including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and	H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problemsolving strategies for dealing with emotions, challenges and change, including the transition to new schools	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H7. how regular (daily /weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L19. that people's spending decisions can affect others and the environment (e.g. buying single-use plastics)	H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries (schedule progression) R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face	

		when it is right to break a confidence or share a secret			
Skills	H27. to recognise their individuality and personal qualities R8. to recognise other shared characteristics of healthy family life/ class, including commitment, care, spending time together; being there for each other in times of difficulty	H20. use strategies when responding to feelings, including intense or conflicting feelings; To begin to manage and respond to feelings appropriately and proportionately in different situations	To identify how they are feeling on an emotions barometer and use key strategies to help regulate their heightened emotions. To develop 2 breathing exercises		
Vocab					

		Autumn / Advent			Spring / Lent		Summer / Pentecost		
Yr 4	Title	Resilient Me!	Feelings, Friends and Friendships	Respecting Differences	Caring for My Body	How do Rules and Laws affect ME?	Keeping Myself Safe	E-Safety – Responsible Use of the Internet	Environmental Warriors - sustainability
	LttF		What am I Feeling? Revisit from Y3 The Sacraments (alongside Reconciliation)	A Community of Love	Respecting our Bodies		When Things Feel Bad Safe in My Own Body First Aid Heroes	What Am I Looking At? I Am Thankful! Sharing Online Chatting Online	

	H28. to identify personal	H17. to recognise that feelings	R6. that a feature of	H3. About choices that	H12. About the benefits of	L11. recognise ways in which	L5. ways of
	strengths, skills,	can change over time and	positive family life is	support a healthy	sun exposure and risks of	the internet and social media	carrying out
	achievements and interests	range in intensity	caring relationships;	lifestyle, and recognise	overexposure; how to	can be used both positively	shared
	and how		about the different	what might influence	keep	and negatively	responsibilities
	these contribute to a sense	R1. to recognise that there are	ways in which people	these	safe from sun damage and		for protecting the
	of self-worth	different types of relationships	care for one another		sun/heat stroke and	H13. About the benefits of the	environment
		(e.g. friendships,		H4. To know that	reduce the risk of skin	internet; the importance of	in school and at
		family relationships, romantic	R7. to recognise and	habits can have both	cancers	balancing time online	home; how
		relationships, online	respect that there are	positive and negative		with other activities;	everyday choices
		relationships)	different types of family	effects on		strategies for managing time	can affect the
			structure (including	a healthy lifestyle	H39. About hazards	online	environment
		R13. the importance of	single parents, same-sex		(including fire risks) that		(e.g. reducing,
		seeking support if feeling	parents, step-parents,	H7. How regular (daily	may cause harm, injury or	H42. About the importance of	reusing,
		lonely or excluded	blended families, foster	/weekly) exercise	risk in the home and what	keeping personal information	recycling; food
			parents); that families of	benefits mental and	they can do reduce risks	private; strategies for keeping	choices) – PLAN
		R14. that healthy friendships	all types can give family	physical health (e.g.	and keep safe	safe online, including how to	FOR Y5 Action
		make people feel included;	members love, security	walking or cycling to		manage requests for personal	
		recognise when others	and stability (3 Adv)	school, daily active	H41. Strategies for	information or images of	
		may feel lonely or excluded;		mile); recognise	keeping safe in the local	themselves and others; what	
		strategies for how to include	R17. that friendships	opportunities to be	environment or	to do if frightened or worried	
		them	have ups and downs;	physically active and	unfamiliar places (rail,	by something seen or read	
		B22 shout with a sund	strategies to resolve	some of the risks	water, road) and firework	online and how to report	
		R22. about privacy and	disputes and reconcile	associated with an	safety; safe use of digital	concerns, inappropriate	
		personal boundaries; what is	differences positively	inactive lifestyle (3	devices when out and	content and contact (3 Pent)	
		appropriate in friendships	and safely	Lent 1)	about	R12. To recognise what it	
		and wider relationships (including online);	R32. about respecting	H8. About how sleep	H44. How to respond and	means to 'know someone	
ge		(including offine),	the differences and	contributes to a	react in an emergency	online' and how this differs	
Jec		R25. recognise different types	similarities between	healthy lifestyle;	situation; how to identify	from knowing someone face-	
Knowledge		of physical contact; what is	people and recognising	routines that support	situation, now to identify	to-face; risks of	
Α'n		acceptable and	what they have in	good quality sleep; the	require the emergency	communicating online with	
		unacceptable; strategies to	common with others	effects of lack of sleep	services; know how to	others not known face-to-face	
		respond to unwanted physical	e.g. physically, in	on the body, feelings,	contact them	(3 Pent)	
		contact	personality	behaviour	and what to say	(5 : 5)	
			or background	and ability to learn		R29. Where to get advice and	
			3	, , , , , , ,	H43. About what is meant	report concerns if worried	
			R33. to listen and	H9. That bacteria and	by first aid; basic	about their own or someone	
			respond respectfully to	viruses can affect	techniques for dealing	else's personal safety	
			a wide range of people,	health; how everyday	with common	(including online)	
			including those whose	hygiene routines	Injuries (schedule		
			traditions, beliefs and	can limit the spread of	progression 4 Pent 1)	R30. That personal behaviour	
			lifestyle are different to	infection; the wider		can affect other people; to	
			their own (RE)	importance of	R24. How to respond	recognise and model	
				personal hygiene and	safely and appropriately	respectful behaviour online	
			L7. to value the	how to maintain it	to adults they may		
			different contributions		encounter (in all contexts		
			that people and groups	H11. How to maintain	including online) whom		
			make to the community	good oral hygiene	they do not know		
				(including correct			
			L8. about diversity:	brushing and flossing);			
			what it means; the	why regular visits to			
			benefits of living in a	the dentist are			
			diverse community;	essential; the impact			
			about valuing diversity	of lifestyle choices on			
			within communities	dental care (e.g. sugar			
				consumption/ acidic			
				drinks such as fruit			

			juices, smoothies and fruit teas; the effects of smoking) (1 and 2)				
Skills	H29. about how to manage setbacks/ perceived failures, including how to re-frame unhelpful thinking R34. how to discuss and debate topical issues, respect other people's point of view	H19. Use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;		R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships	H38. How to predict, assess and manage risk in different situations H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing	R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (5 Adv)	
Vocab							

	Autumn / Advant					Caring / Lout			Cummen / Dontocost	
			Autumn / Advent			Spring / Lent			Summer / Pentecost	
Y 5	Title	Together We're Stronger	Bullying, Pressures and Risk – including chatting on-line	Me and My Relationships	What it means to be Responsible!	Political Literacy and Citizenship – inc issues in society, inequality, how Government works)	Money, Money, Money	Growing Up – Relationships & Responsibilities in Puberty	The World of Drugs	Marriage
	LttF		Calming the Storm Sharing isn't always caring Cyberbullying	Girls' Bodies Boys' bodies Types of Abuse	Giving Assistance (First aid)	The Trinity Catholic Social Teaching (Y6 also)		Spots and Sleep Body Image Peculiar feelings	Impacted Lifestyles Making Good Choices	
	Knowledge	R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships (revisited in 5 Pent) R14. That healthy friendships make people feel included; recognise when others may	H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others R23. About why someone may behave differently	R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R16. How friendships can change over time, about making new friends and the benefits of having different types of friends	H1. How to make informed decisions about health (3 Lent 1) H5. About what good physical health means; how to recognise early signs of physical illness H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H35. About the new opportunities and	R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (4 Adv) L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others L9. about stereotypes; how they can negatively	L17. about the different ways to pay for things and the choices people have about this L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'	H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult (5 Adv 1) H32. About how hygiene routines change during the time of puberty, the	H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. About the risks and effects of legal drugs common to everyday life (e.g.	R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truth- fulness, loyalty,

	feel lonely or excluded; strategies for how to include them (4 Adv)	online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret (3 Adv) R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary (4 Pent)	responsibilities that increasing independence may bring H43. About what is meant by first aid; basic techniques for dealing with common Injuries (schedule progression 3,4 Pent 1) L3. about the relationship between rights and responsibilities	influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L19. that people's spending decisions can affect others and the environ-ment (e.g. Fair trade, buying single-use plastics, or giving to charity) (3 Lent briefly)	L20. to recognise that people make spending decisions based on priorities, needs, wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe	importance of keeping clean and how to maintain personal hygiene R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely (4 Adv) R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact (4 Adv)	cigarettes, e- cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines);	kindness, generosity, sharing interests and experiences, support with problems and difficulties)
Skills									
Vocab									
	Science	H30. To identify the external ge	nitalia and internal repro	ductive organs in males an	d females and how the pro	cess of puberty relate	es to human reproduction		

		Autumn / Advent			Spring / Lent		Summer / Pentecost			
Y6	Title	Loving Me, Loving You!	Growing Up – Relationships and transition to secondary	Money Management and Careers – aspirations	Have I got Responsibil ities?	Global Citizenship, Difference and Diversity	Th	e Puberty Rollercoaster – ups and downs	The World of Drugs	E-Safety – Multi-media messaging
	LttF	Gifts and Talents	Emotional Changes Under Pressure			Is God Calling You Revisit RE Vocation Catholic Social Teach (Revisit from Y5) Reaching Out	1	Making Babies (1) and (2) Menstruation Do You Want a Piece of Cake?		Seeing Stuff Online
	Knowledge	H29. About how to manage setbacks/perceive d failures, including how to re-frame unhelpful thinking (4 Adv 1)	H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it (4 Lent 1) H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing (4 Pent 1) R16. How friendships can change over time, about making new friends and the benefits of having different types of friends (5 Adv)	L26. that there is a broad range of different jobs/ careers that people can have; that people often have more than one career /type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background (4 Adv)	R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships 94 lent)	the clear Pen H33 birti are to p met to	a about the processes of reproduction and has part of the human life cycle; how babies conceived and born (and that there are ways revent a baby being made – natural chod); how babies need to be cared for about the physical and emotional changes thappen when approaching and during erty (including menstruation, menstrual libeing, erections) b. how and when to seek support, including chadults to speak to in and side school, if they are worried about their lith about where to get more information, help advice about growing and changing, ecially about puberty b. to recognise that anyone can experience that ill health; that most iculties can be resolved with help and port; and that it is important to uss feelings with a trusted adult (5 Adv,	H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) (4 Pent)	L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation
	Skills	H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of selfworth	H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools (3 Adv)	L30. about some of the skills that will help them in their future careers (Teamwork, communication and negotiation)		R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are				

	L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes				different to their own (Y4 Adv)			
Vocab								
		H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk – Teachers aware.						