



# Progression in Relationships, Sex and Health Education – The Mill Academy

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Emotions</b>	<p><b>Self-regulation</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Talk about their feelings using words such as 'happy', 'sad', 'angry' or 'worried'</li> <li>Understand gradually how others' might be feeling</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others'</li> <li>Identify and moderate their feelings socially and emotionally</li> <li>Show resilience and perseverance in the face of challenge</li> </ul> <p>Early Learning Goal - Self regulation</p>	<p><b>Overview of: Happy, angry, fear, sad &amp; calm (Colour Monster)</b></p> <ul style="list-style-type: none"> <li>What does each emotion look like?</li> <li>Body language associated with each emotion</li> <li>Can we talk about when we have felt this way?</li> <li>Strategies to help.</li> <li>What is fair and unfair and how it makes us feel?</li> </ul>	<p><b>Anger and Surprise</b></p> <ul style="list-style-type: none"> <li>Good surprises and bad surprises.</li> <li>How can I help myself and others when feeling these emotions?</li> <li>When might I feel anger?</li> <li>How do I show these emotions?</li> </ul>	<p><b>Nervousness and Joy</b></p> <ul style="list-style-type: none"> <li>How to explain how I feel verbally and non-verbally.</li> <li>Strategies to help when feeling these emotions.</li> <li>Know that we feel a range of emotions.</li> </ul>	<p><b>Jealousy and Fear</b></p> <ul style="list-style-type: none"> <li>When might we become jealous?</li> <li>What is the difference (with examples) of good jealousy and bad jealousy?</li> <li>When might we feel fear?</li> <li>Strategies to help.</li> </ul>	<p><b>Grief</b></p> <ul style="list-style-type: none"> <li>What is grief?</li> <li>Know how we will all experience it at some point.</li> <li>How can we help deal with grief?</li> </ul> <p><b>Due to the sensitive nature of this topic – parent/carer consultation beforehand would be beneficial to explain and show what will be taught and how it will be taught</b></p>	<p><b>Worry and Anxiousness</b></p> <ul style="list-style-type: none"> <li>How to explain how I feel verbally and non-verbally.</li> <li>Strategies to help when feeling these emotions.</li> <li>Worries we may have about transition to secondary school.</li> <li>Negation and compromise</li> </ul>
<b>Vocabulary</b>	feeling, emotion, sad, happy, angry, worried, scared, good, bad	behaviour, fair, unfair, right, wrong, solve, argument, reaction, synonyms for each emotion	Annoyed, offended, outraged, exasperated, furious, sullen, amazement, astonishment, bewilderment	Agitated, apprehensive, hesitant, amusement, elation	Envious, intolerant, resentful, sceptical	Anguish, mourning, bereavement, melancholy	Compromise, accommodate, negotiate
<b>Relationships</b>	<p><b>Building Relationships</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas</li> <li>Become more confident with unfamiliar people in the safe context of their setting</li> <li>Show more confidence in new social situations</li> <li>Find solutions to conflicts and rivalries</li> </ul>	<p><b>Friendships and Family</b></p> <ul style="list-style-type: none"> <li>How we are all different from one another.</li> <li>Know and look at how all families look different.</li> <li>What makes a good friendship</li> <li>How to make friends.</li> <li>Secrets and who to trust</li> <li>Courtesy and manners</li> <li>How to seek help and advise</li> </ul>	<p><b>Relationships and Bullying</b></p> <ul style="list-style-type: none"> <li>What is bullying and how do I get help.</li> <li>How to recognise if family relationships are making them feel unhappy or unsafe.</li> <li>Falling out with friends.</li> <li>Know what is safe and unsafe boundaries with my friends – fighting, unkind words and physical contact.</li> <li>Rules</li> <li>Impact of bullying</li> <li>How to seek help and advise</li> </ul>	<p><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>Healthy family life.</li> <li>Different caring family relationships.</li> <li>Characteristics of healthy friendships.</li> <li>Restoring friendships.</li> <li>Accepting views of others</li> <li>Being assertive</li> <li>Diversity of families</li> <li>Strategies for resilience</li> <li>Responding to adults they don't know</li> <li>How to seek help and advise</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>Cyberbullying.</li> <li>Difference between knowing someone online and face to face.</li> <li>Risks of online friendships.</li> <li>How to get help if being bullied or feel unsafe online.</li> <li>How to seek help and advise</li> <li>How data is shared and used</li> <li>How to seek help and advise</li> </ul>	<p><b>Respectful Relationships</b></p> <ul style="list-style-type: none"> <li>Self-respect.</li> <li>How to manage conflict in friendships.</li> <li>Different types of relationships.</li> <li>Being respectful of different relationships.</li> <li>How to be respectful to a range of people they may encounter.</li> <li>Marriage and civil partnership</li> <li>How to seek help and advise</li> </ul>	<p><b>Touch and Sex Education</b></p> <ul style="list-style-type: none"> <li>Know and understand that each person's body belongs to them.</li> <li>Differences between appropriate and inappropriate/unsafe physical and other contact.</li> <li>Reporting feelings of being unsafe/abuse.</li> <li>Permission seeking</li> <li>Puberty</li> <li>Menstrual cycle</li> <li><b>Sex Education Programme (needs consultation with parents/carers – right to withdraw)</b></li> </ul>

	<ul style="list-style-type: none"> <li>Develop appropriate ways of being assertive</li> <li>Talk with others to solve conflicts</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual</li> <li>Build constructive and respectful relationships</li> <li>Think about the perspective of others'</li> </ul> <p>Early Learning Goal – Building relationships</p>						<ul style="list-style-type: none"> <li>Human reproduction, including different ways to start a family.</li> <li>Starting a family</li> <li>The impact of having a baby</li> <li>How to seek help and advise</li> </ul>
<b>Vocabulary</b>	Taking turns, sharing, friend, kind, unkind, kind hands and feet	different, hurt, tease, friendship, secret, manners, courtesy, qualities	Co-operate, resolve, caring, physical contact, acceptable, unacceptable, actions, consequences, boundaries, uncomfortable, worries, personal space, bully, bullying	empathy, viewpoints, healthy relationships, collaborate, respect, restorative, resilience, assertiveness	Confidentiality, safety, private, personal, communication, permission, cyberbullying	Committed, loving relationships, marriage, civil partnership, forced marriage.	Unhealthy, pressure, appropriate, personal safety, inappropriate, abuse, sexual intercourse, sex, fertile, conception, sperm, egg, foetus, pregnant, IVF, adoption, caesarean section, baby, commitment, responsibility, needs, budget, law, legal, age restriction, age of consent, safe.
<b>Keeping and staying healthy</b>	<p><b>Managing self</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</li> <li>Make healthy choices about food, drink, activity and tooth-brushing</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Manage their own needs – personal hygiene</li> <li>Know and talk about the different factors which affect their overall health and well-being: regular physical activity, healthy eating, tooth-brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian</li> </ul>	<p><b>Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>Why we should keep ourselves clean and how we can do this.</li> <li>Importance of washing our hands.</li> <li>Importance of washing ourselves.</li> <li>Recognise early signs of physical illness / Medicines/ going to the doctors</li> <li>How to seek help and support when required</li> </ul>	<p><b>Brushing Teeth</b></p> <ul style="list-style-type: none"> <li>Dental health and the benefits of good oral hygiene and dental flossing.</li> <li>Check-ups at the dentist and the importance of these.</li> <li>Healthy, balanced diet</li> <li>How to seek help and support when required</li> </ul>	<p><b>Mental Health and Sleep</b></p> <ul style="list-style-type: none"> <li>Importance of looking after our mental health.</li> <li>Know the mental benefits of exercise.</li> <li>Know the importance of sufficient good quality sleep for good health.</li> <li>Benefits of being active</li> <li>Importance of daily exercise</li> <li>How to seek help and support when required</li> </ul>	<p><b>Internet and Inactive Lifestyle</b></p> <ul style="list-style-type: none"> <li>Impact the internet has on our health.</li> <li>Understand and know the risks associated with an inactive lifestyle, including obesity.</li> <li>Know where to get help if worried about their health.</li> <li>How to seek help and support when required</li> </ul>	<p><b>Mental Health. And Puberty</b></p> <ul style="list-style-type: none"> <li>Impact different experiences have on our mental health.</li> <li>How to seek help if worried about theirs or someone else's mental health.</li> <li>How our body changes.</li> <li>Isolation and loneliness</li> <li>How to seek help and support when required</li> </ul>	<p><b>Drugs, alcohol and smoking.</b></p> <ul style="list-style-type: none"> <li>Facts about legal and illegal harmful substances.</li> <li>Risks associated with these substances.</li> <li>Smoking, alcohol and drug-taking.</li> <li>Facts to relating to allergies, immunisation and vaccination</li> <li>How to seek help and support when required</li> </ul>

	Early Learning Goal - PSED Managing self						
<b>Vocabulary</b>	healthy, unhealthy, good, bad, hygiene, safe, unsafe, pedestrian, routine, health, well-being, exercise, physical activity	Germs, medicine, hygiene, rinse, lather, illness, doctor, nurse, hospital, GP	Dental floss, dentist, toothpaste, diet, balanced, unbalanced, dairy, fruit, vegetables, carbohydrates, energy, vitamins, portion, goodness, balance, protein, fats, sugars	Well-being, sufficient, insufficient, impact, benefits, mood, meditation, mental health, mental illness, daily	Active, inactive, obesity, weight, energy, internet, technology, impact, support, risk, lifestyle	Self-image, self-respect, confidence, FOMO (fear of missing out) mental health, mental ill-health, well-being, symptoms, mind.	attributes, self-talk, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, disease, infection, immunisation, vaccine, antibiotic, immunity, allergen, allergic reaction, herd immunity.
<b>First Aid</b>	<b>How to seek help and support when they require first aid – particularly what to do in school</b>			<b>Concepts of basic first aid</b>			
<b>Safety</b>	<p><b>How to keep safe at home and at school</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important</li> <li>Remember rules without needing an adult to remind them</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>How to stay safe at home – what are the dangers?</li> <li>PANTS rule using NSPCC resources (consultation with parents/carers needed)</li> </ul>	<p><b>Road Safety</b></p> <ul style="list-style-type: none"> <li>Know the dangers of roads.</li> <li>Know how to cross the road safely.</li> <li>Know what to do when at the side of a busy road.</li> </ul>	<p><b>Strangers/unfamiliar adults</b></p> <ul style="list-style-type: none"> <li>Know what to do when we see someone we don't know.</li> <li>Know what to do if we feel uncomfortable with unfamiliar adults.</li> <li>Know what to do if an unfamiliar adult talk to us.</li> </ul>	<p><b>Fire Safety</b></p> <ul style="list-style-type: none"> <li>Know how to call 999.</li> <li>Know what to do if a fire happens.</li> <li>Know how to be safe</li> </ul> <p><b>Sun safety</b></p>	<p><b>Peer Pressure</b></p> <ul style="list-style-type: none"> <li>Know what peer pressure is.</li> <li>Know when peer pressure is not good.</li> <li>How peer pressure sometimes can lead to gangs and knife crime.</li> <li>Know what to do if feeling uncomfortable or unsafe.</li> </ul> <p><b>Water Safety</b></p> <ul style="list-style-type: none"> <li>How to enter and leave a swimming pool safely.</li> <li>What to do if others get into difficulty.</li> <li>Know and understand different water environments, how to stay safe when playing in and around water including recognising flags.</li> </ul>	<p><b>Road Safety (Cycling)</b></p> <ul style="list-style-type: none"> <li>How to be safe and responsible on a bike when out and about.</li> <li>Bikeability</li> </ul>	<p><b>Public Safety and Welfare</b></p> <ul style="list-style-type: none"> <li>Crucial Crew</li> <li>Preparation for adulthood</li> </ul>
<b>Vocabulary</b>	safe, unsafe, rules, important, danger	Traffic light, zebra crossing, stop look listen, pedestrian, vehicle, transport	Familiar, unfamiliar, stranger, danger, uncomfortable	Responsibilities, shared responsibilities, rules, regulations, emergency, prevention, protection	Peer pressure, uncomfortable, positive, negative, consequence, aggressor, choice	helmet, protection, prevention, cyclist, pedestrian, traffic signs, direction	Community, adulthood, personal safety, behaviour, risks, consequences, pressure, technology, good citizen, social justice, moral responsibility, evaluate
<b>The Working Wider World</b>	<p><b>Jobs/People who help us</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Show an interest in the emergency services</li> <li>Show an interest in different occupations</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Can talk about each emergency service, explain what they do and why they are important.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Know what money is.</li> <li>Know the forms money comes in.</li> <li>Know the different sources we get money from.</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Why we need money for different reasons and purposes.</li> <li>Describing ways in which money can be looked after.</li> <li>Know the difference between needs and wants.</li> </ul>	<p><b>Setting Goals</b></p> <ul style="list-style-type: none"> <li>Celebrate their achievements.</li> <li>To understand how to set goals to help them achieve personal outcomes.</li> <li>To know the importance of setting goals.</li> <li>To set some goals for myself, goals for now and goals for in the future.</li> </ul>	<p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Effective communication with a team.</li> <li>How to communicate 1:1 effectively.</li> <li>How to explain confidently and respectfully your views.</li> <li>Responding to other people's point of view whether that be positive or negative.</li> </ul>	<p><b>Enterprise</b></p> <ul style="list-style-type: none"> <li>Importance of keeping money safe and managing it effectively including how to budget.</li> <li>Know the affect their spending has on others and the environment.</li> </ul>	<p><b>Jobs and careers</b></p> <ul style="list-style-type: none"> <li>Know the different jobs and careers available.</li> <li>The different routes into careers.</li> <li>Skills needed for different careers.</li> </ul>

	<ul style="list-style-type: none"> <li>Talk about different occupations and what they do</li> </ul>						
<b>Vocabulary</b>	firefighter, police officer, doctor, nurse, paramedic, emergency, coast guard, help, rescue, accident, life guards, first aid, siren, ambulance, fire engine, teacher, different occupations	Money, pence, pound, coins, notes, bank, bank card, change	spend, save, choices, decisions, needs, wants	Strength, weakness, proud, abilities, goals, aspiration, achievement, future, vision, online, social media profile, safety.	effective, ineffective, successful, communicate, positive, negative, verbal, non- verbal, body language	enterprise, budget, money management, loan, debt, interest, tax	aspirations, employment, apprenticeships, influences
<b>Wider World</b>	<p><b>People, culture &amp; communities</b></p> <p>Three- and four-year olds</p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Begin to understand the need to respect and care for the natural environment and all living things</li> <li>Continue developing positive attitudes about the differences between people</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p>Children in Reception</p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between</li> </ul>	<p><b>Rules and our environment</b></p> <ul style="list-style-type: none"> <li>Know why we have rules.</li> <li>Know why different rules are needed for different situations.</li> <li>Ways to look after people, living things and our environment.</li> <li>Recycling</li> </ul>	<p><b>Living in a Community</b></p> <ul style="list-style-type: none"> <li>What is a community?</li> <li>What groups do I belong too?</li> <li>Roles and responsibilities people have in their community.</li> </ul>	<p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>What is a diverse community?</li> <li>Benefits of a diverse community.</li> <li>How to help our diverse community.</li> <li>Importance of having compassion towards others.</li> <li>Stereotypes</li> </ul>	<p><b>Prejudice and discrimination</b></p> <ul style="list-style-type: none"> <li>Know the meanings of these.</li> <li>Know ways of responding to discrimination if witnessed or experienced.</li> <li>Know how they are still present in today's society and examples of these.</li> </ul>	<p><b>Laws, rules and responsibilities</b></p> <ul style="list-style-type: none"> <li>Why we have laws and rules.</li> <li>Human Rights.</li> <li>Consequences of not adhering to laws and rules.</li> <li>Rights and responsibilities.</li> <li>Stealing and the consequences related to law and rules.</li> </ul>	<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Know what radicalisation and extremism are.</li> <li>To know that there are some cultural practices which are against British law and universal human rights.</li> </ul>

	<p>life in this country and life in other countries</p> <ul style="list-style-type: none"> <li>Recognise some environments that are different to the one in which they live</li> </ul> <p>Early Learning Goal – People, culture &amp; communities</p>						
<b>Vocabulary</b>	<p>family, life, respect, care, environment, living things, similar, different, country, world, town, city, community, belief, celebration, special</p>	<p>Important, consequence, reason, rules, community, recycle</p>	<p>Equal, respect, community, values, diversity, customs, tradition</p>	<p>Identity, stereotypes, prejudice, diversity, peer pressure, equal, respect, values, law</p>	<p>prejudice, judge, discrimination, society</p>	<p>human rights, legislation, entitled, agreement, rights, convention, United Nations</p>	<p>Radicalisation, extremism, law, universal, human rights, cultural practices</p>