Langdon Primary School – Progression in Relationships and Health Education (Last Reviewed 2021)



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| RELATIONSHIPS | Year R | Links to other subjects where this may be taught | Years 1 and 2 | Links to other subjects where this may be taught |
| Families and people who care for me | * Talking about my own family and who the family members are * Knowing that my family love me and keep me safe * Knowing that there are many different types of families | * Understanding the world – family portraits | * Knowing what families to together * Knowing that other families may look different to my famiily | * RE – families with faith * Science – animals including humans, offspring to adults, basic needs including for survival * History – family trees * Art – family portraits * English – stories about families |
| Caring friendships | * Knowing what make a good friendship * Knowing that friendships have ups and downs and how to deal with them * Knowing that there are other people who can help or give advice when we fall out with friends | * PSHCE – Circle Time, school rules, * E-safety – online with friends * Literacy – stories about friends and friendship | * Knowing how important friendship is in making us feel happy and secure * Understanding that healthy friendships are positive and welcoming | * PSHCE – circle time * E-safety * English – stories about friendship, working with talk partners |
| Respectful relationships | * Knowing and using good manners * Respecting other people | * Physical development – how to use a knife and fork, holding doors open, helping tidy up * PSHCE – saying please and thank you, circle time, taking turns and losing gracefully when playing games, fundraising and charity involvement * Physical Development – following the rules of games | * Knowing and using good manners * Showing courtesy to others | * PSHCE – circle time, fundraising and charity involvement * English – stories about good manners and showing kindness * E-safety – good manners and kindness online |
| Online relationships | * Knowing how to keep myself safe online | * E-safety – what to share and what not to share online * PSED – being safe on the roads, ‘stranger-danger’ in the real world and online | * Knowing that there are ‘rules’ to follow to keep myself safe online * Understanding that people sometimes act differently online and how to put this right if it is me | * Computing – reinforcing rules for safe use when online * E-safety – showing good manners and kindness online, how to put something wrong right |
| RELATIONSHIPS | Year R | Links to other subjects where this may be taught | Years 1 and 2 | Links to other subjects where this may be taught |
| Being safe | * Understanding my body belongs to me * Knowing that it’s OK to keep my body private * Knowing what to do if I feel unsafe or unhappy about my body | * PSED – privacy using the toilets/getting changed for PE, secrets and when to keep them secret * PSHCE – Circle Time | * Understanding that my body belongs to me * Knowing that my body is private and how to keep it so * Understanding appropriate boundaries * Knowing how to respond appropriately to adults | * PSHCE – circle time, how to independently behave well in all areas of school, including in the toilets, and at break times, behaviour policy and procedure * Science – naming body parts, basic needs of animals for survival, importance of exercise, nutrition and hygiene * E-safety – reinforcing rules for safe use when online |

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| HEALTH AND WELL BEING | Year R | Links to other subjects where this may be taught | Years 1 and 2 | Links to other subjects where this may be taught |
| Mental well being | * Identifying simple emotions and how they feel for me * What makes me feel happy * What I can do when I feel sad or angry * Who I can talk to when I need help | * PSED – feelings, friendships * Literacy – stories about different emotions, looking at things from other people’s viewpoints | * What makes us feel different ways – explore simple emotions (eg. sad, happy, angry, upset, disappointed, embarrassed) * Belonging and being part of things I enjoy * Knowing who to ask for help when I need it | * PSHCE – circle time * RE - belonging * Wider curriculum – clubs and activities out of school hours, achievement assemblies |
| Internet safety and harms | * Keeping information about me safe online * Knowing what to do if there is something I don’t like or a problem I have online * Understanding that IT should be used sometimes, not all of the time | * E-safety * Computing | * Behaving well online * Knowing what to do if I feel unhappy, uncomfortable or bullied online * Making the right decisions about using IT some of the time, not all of the time | * E-safety * Computing * PSHCE – circle time, having good playtimes, behaviour policy and procedure |
| Physical health and fitness | * Knowing that exercise is good fun and makes me feel great * Knowing how my body responds to exercise * Getting rid of germs | * Physical Development * PSED - handwashing | * Knowing why exercise is good for us and how it affects our bodies * Understanding the importance of healthy eating * Knowing the benefit of getting a good night’s sleep * Knowing how to keep myself clean | * PE * Science – exercise, healthy eating, personal hygiene * PSHCE – sleep support for individual families |
| Healthy eating | * Which foods are good for me, making healthy choices | * PSED – healthy food choices, healthy meals, school dinner choices | * Understanding the importance of healthy eating | * Science –healthy eating * PSHCE – mealtimes choices |
| Drugs, alcohol and tobacco | * Being safe with medicines | * UTW – people who help us * PESD – caring for others | * Knowing why we use drugs to treat illnesses * Understanding how important some drugs have been in medical care | * History – Florence Nightingale/Mary Seacole * Science – staying healthy * PSHCE – caring for others, understanding illnesses in our friends |
| Health and prevention | * Being sun safe * Knowing that I need a good night’s sleep * Looking after my teeth * Being clean and tidy | * PSHCE – sun safety * PESD – how to brush my teeth, handwashing | * Basic first aid awareness * How to look after my own personal hygiene | * History – Florence Nightingale/Mary Seacole * Science – hygiene (germs and transmission) |
| Changing bodies | * Me as a baby and me now | * PESD – timeline photographs, changes in animals and people * Literacy – stories about animal lifecycles | * Growing and changing | * History – changes in a lifetime * Science – life cycles, babies to adult |

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| RELATIONSHIPS | | Years 3 and 4 | | Links to other subjects where this may be taught | | Years 5 and 6 | | Links to other subjects where this may be taught |
| Families and people who care for me | | * Knowing what different types of families look like and the commonalities between them * Knowing what marriage ceremonies are like in different cultures/religions | | * RE | | * Understanding diversity and differences between couples and families * Exploring why people get married | | * RE * Science |
| Caring friendships | | * Characteristics of a good friend * How to decide what a real friend is * Knowing how to deal with friendship concerns | | * E-safety * RE * PSHCE | | * Treating others fairly – inclusion and exclusion * Seeking help when things go wrong with friendships * Moving on and making new friends | | * RE – faith leaders, inspirational leaders, faith communities, charity * History – social injustice in history eg. slavery, apartheid, prejudice and discrimination * PSHCE – transition to secondary school, fundraising and charity involvement |
| Respectful relationships | | * Exploring stereotypes and how they can be untrue and/or unfair * What bullying looks like and knowing when to ask for help | | * E-safety * History – Ancient Egypt * Geography - Fairtrade * PSHCE – fundraising and charity involvement | | * Exploring the damage caused by stereotyping, prejudice and discrimination * Understanding the importance of seeking permission | | * History - moral/social injustice in history eg. slavery, apartheid, prejudice and discrimination * Geography – economic activity and wealth distribution world-wide linked to resource distribution including water * RE * E-safety |
| Online relationships | | * Showing respect when online * Exploring whether everyone tells the truth online * Knowing key ‘rules’ for keeping safe online | | * E-Safety * Computing | | * Being respectful online * Knowing whether online sources are safe or accurate * Knowing how data is shared online and making sensible choices with my own data | | * E-safety |
| Being safe | | * How to stay safe in different scenarios eg. beach, on the roads, railways, in the sun * Knowing who to turn to when I feel unsafe | | * PSHCE – important adults who can help, emergency services, sun safety awareness, etc | | * Taking responsibility for my own safety in society * Knowing who can help when family and friends can’t * Knowing how to report online concerns or abuse | | * PSHCE – transition to secondary school, safety awareness training eg. NSPCC/Child Line/emergency services * E-safety |
| HEALTH AND WELL BEING | Years 3 and 4 | | Links to other subjects where this may be taught | | Years 5 and 6 | | Links to other subjects where this may be taught | |
| Mental wellbeing | * Recognising different feelings and the impact of them on me physically * Knowing who can help in school, at home and in wider society * Understanding what bullying is and how to manage it | | * PSHCE * Science | | * Exploring mental well being and physical well being and the link between the two * The benefits of exercise and the outdoors on mental well being * Knowing who can help when family and friends can’t | | * PE * Science * PSHCE – transition to secondary school, safety awareness training eg. NSPCC/Child Line/emergency services | |
| Internet safety and harms | * Knowing about age limit restrictions on games and apps * Recognising when online information is true or false * Knowing how much time online is too much time | | * E-safety * Computing * PSHCE | | * Understanding the benefits and negative aspects of online activity * Knowing how to act responsibly online * Understanding the impact of trolling and cyber-bullying | | * E-safety * Computing * PSHCE | |
| Physical health and fitness | * Knowing the importance of regular exercise on the body and on mental wellbeing * Identifying the negative effects of a lack of exercise | | * Science * PSHCE – Walk on Wednesday * PE –eg. Daily Mile, swimming lesson * Wider curriculum – active residential visits | | * Understanding what constitutes a healthy lifestyle and its impact on physical and mental well being * Identify the effect of exercise on the heart and human circulatory system * Recognise the impact of exercise and lifestyle on the way human bodies function * Understanding the risks associated with inactivity | | * Science – human circulatory system and heart, impact of exercise and lifestyle on the way the body functions * PE – eg. Daily Mile, swimming lessons * PSHCE – Walk on Wednesday * Wider curriculum – active residential visits | |
| Healthy eating | * Understand that animals, including humans, get nutrition from what they eat * Know the function of basic parts of the digestive system in humans * Knowing about food groups and how to create balanced meals * Know the negative effects of over-eating or eating too much from one food group | | * DT – food technology * Science – healthy eating * PSHCE – school dinner choices | | * Understanding the impact of poor diet on the body over the long term * Understanding how to use food group knowledge to plan healthy meals * Making links between food intake, energy expended and calorific burn | | * Science – healthy eating, calories, impact of diet and lifestyle on the way the body functions * DT – food technology | |
| Drugs, alcohol and tobacco |  | |  | | * Knowing of the impact of drugs, alcohol and tobacco on the body | | * Science - impact of drugs and lifestyle on the way the body functions | |
| Health and prevention | * Knowing that prolonged sun exposure can be unsafe * Knowing the damage that the sun can cause * Ensuring good dental health and knowing why this is important * Knowing about germ transmission routes and how to safeguard against them | | * PSHCE – sun awareness training, * Science – teeth, personal hygiene | | * Knowing of the importance of immunisation and vaccination and the effects of this over time and in the present time * Having an awareness of allergies and how they manifest | | * Science | |
| Basic first aid | * Knowing how to call for emergency help * Basic first aid | | * PSHCE – emergency service visits, first aid training | | * Basic first aid certification | | * PSHCE – emergency service visits, first aid training | |
| Changing bodies | * Know of changes to teeth over time and how to ensure good dental hygiene | | * Science - teeth | | * Describe the changes in humans as they age including the changes experience in puberty * Know of animal reproduction including human reproduction * Know that living things produce offspring of the same kind but that they are not identical to their parents | | * Science – animal reproduction, changes in the human body over time, puberty, menstruation * PSHCE | |