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
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| 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
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| 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
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| 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
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| 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
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