



## RSHE Progression



This document outlines the development of RSHE knowledge across all year groups, ensuring a clear pathway for pupil learning.

Progression is broken down into the following key areas:

Substantive Knowledge	Disciplinary Knowledge
<p><b>Substantive knowledge refers to the <i>facts, concepts, and information</i> that pupils learn within a subject.</b></p> <p><b>It is the “what” of learning — the established content that children need to know.</b></p> <p>In RSHE, this includes:</p> <ul style="list-style-type: none"><li>• Knowing what a healthy friendship is</li><li>• Understanding the difference between teasing and bullying</li><li>• Knowing the names of body parts</li><li>• Understanding what keeps us healthy and safe</li></ul>	<p><b>Disciplinary knowledge refers to the <i>skills, processes, and ways of thinking</i> that help pupils <i>use</i> and <i>apply</i> their substantive knowledge.</b></p> <p><b>It is the “how” of learning — how children <i>question, communicate, make decisions, solve problems, interact with others, and apply learning in real situations.</i></b></p> <p>In RSHE, this includes:</p> <ul style="list-style-type: none"><li>• Being able to manage feelings</li><li>• Using strategies to resolve conflict</li><li>• Making safe choices</li><li>• Showing empathy</li><li>• Asking for help from a trusted adult</li></ul>

<b>Me and my relationships</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive knowledge	<ul style="list-style-type: none"> <li>• Talk about similarities and differences.</li> <li>• Name special people in their lives.</li> <li>• Describe different feelings.</li> <li>• Identify who can help if they are sad, worried or scared.</li> <li>• Identify ways to help others or themselves if sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Different feelings and how they affect our bodies</li> <li>• Strategies for dealing with negative feelings</li> <li>• How actions can hurt others.</li> <li>• Special qualities in family and friends.</li> <li>• Who keeps us safe and how.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways people express feelings.</li> <li>• Differences between bullying, unkind behaviour, teasing.</li> <li>• Strategies to deal with unkind behaviour and conflict.</li> <li>• Qualities of healthy friendships.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Recognise and be sensitive to differences</li> <li>• Name people who help and describe ways to help others</li> <li>• Talk about feelings and what causes them</li> <li>• Identify trusted adults</li> <li>• Help a friend who is sad or worried.</li> </ul>	<ul style="list-style-type: none"> <li>• Name feelings and how they affect behaviour.</li> <li>• Suggest ways of dealing with negative feelings.</li> <li>• Recognise need for help and who to ask. Listen and take turns</li> <li>• Identify trusted adults who keep them safe</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings safely.</li> <li>• Ask for help if bullied or teased.</li> <li>• Explain how others make them feel. Describe and show good friendship behaviours.</li> </ul>

<b>Valuing difference</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Celebrate uniqueness</li> <li>• Recognise similarities with others.</li> <li>• Use speaking and listening to learn about peers.</li> <li>• Show care and kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences between teasing, unkindness, bullying.</li> <li>• Everyone has different thoughts and ideas.</li> <li>• Show empathy.</li> <li>• Ways to show kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Differences and similarities between others.</li> <li>• How behaviour affects others.</li> <li>• Ways to show good listening.</li> <li>• Feelings around being included/excluded.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build friendships and cooperation.</li> </ul>		<ul style="list-style-type: none"> <li>• Acts of kindness and their impact</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Celebrate differences.</li> <li>• Talk about family life.</li> <li>• Listen politely to others.</li> <li>• Be kind, caring and helpful.</li> <li>• Show good listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify similarities and differences. Explain why things feel unfair.</li> <li>• Talk about bullying.</li> <li>• Suggest ways to be kind.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect differences.</li> <li>• Describe how behaviour affects feelings.</li> <li>• Show good listening to differing viewpoints.</li> <li>• Suggest strategies for someone left out</li> <li>• Use kind words.</li> </ul>

<b>Keeping Myself Safe</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Keeping bodies healthy and safe.</li> <li>• Staying safe around medicines</li> <li>• Safety at home, school, outdoors.</li> <li>• Age-appropriate online safety.</li> <li>• Knowing safe adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Body needs (exercise, sleep, food).</li> <li>• Emotions linked to feeling unsafe.</li> <li>• PANTS rule.</li> <li>• Medicines help or harm.</li> <li>• Safety and responsibility around medicines</li> </ul>	<ul style="list-style-type: none"> <li>• Safety/responsibility around medicines. Situations of safety/unsafe feelings.</li> <li>• Body language clues to emotional safety.</li> <li>• Safe vs unsafe secrets.</li> <li>• Inappropriate touch and differing preferences</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Identify what body needs to stay healthy.</li> <li>• Make safe decisions around medicines.</li> <li>• Identify dangers indoors/outdoors.</li> <li>• Explain safe online play.</li> <li>• Name adults who keep them safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what body needs to stay well.</li> <li>• Identify strategies for strong feelings.</li> <li>• Say no to unwanted touch.</li> <li>• Explain safe use of medicines.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain safe medicine use.</li> <li>• Use yes/no/ask/tell strategies.</li> <li>• Identify likes/dislikes and ask for help.</li> <li>• Give examples of safe/unsafe secrets.</li> <li>• Identify safe person if feeling not OK.</li> </ul>

<b><u>Rights and Responsibilities</u></b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• They can make a difference.</li> <li>• Caring for home, school, people.</li> <li>• Impact on natural world.</li> <li>• Similarities and differences.</li> <li>• Building relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Ways to care for health.</li> <li>• Environment care by others.</li> <li>• Caring for something/someone.</li> <li>• Importance of money.</li> <li>• What to do when someone is injured.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for cooperation.</li> <li>• Strategies for self-regulation.</li> <li>• Internet safety.</li> <li>• Responsibility to care for environment.</li> <li>• Saving and spending money.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Help family.</li> <li>• Clean and tidy spaces.</li> <li>• Look after world.</li> <li>• Be kind to friends.</li> <li>• Talk about money.</li> </ul>	<ul style="list-style-type: none"> <li>• Wash hands correctly.</li> <li>• Look after home and school.</li> <li>• Care for someone/something.</li> <li>• Know what money is spent on.</li> <li>• Get help if someone hurt.</li> </ul>	<ul style="list-style-type: none"> <li>• Make good play/work choices.</li> <li>• Use strategies when upset/angry.</li> <li>• Ask trusted adult for help.</li> <li>• Look after environment.</li> <li>• Make choices with money.</li> </ul>

<b><u>Being My Best</u></b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Feel resilient and confident.</li> <li>• Types of emotions.</li> <li>• Strategies for challenges.</li> <li>• Healthy choices.</li> <li>• How healthy choices keep us well.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy food and how it affects feelings.</li> <li>• New skills need practice and safe failure.</li> <li>• Strategies to resolve conflict.</li> <li>• Giving/receiving praise.</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of the learning line.</li> <li>• Importance of hygiene.</li> <li>• What body needs for energy.</li> <li>• Parts of the body involved in food and energy.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Keep trying when things don't work.</li> <li>• Talk about feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose meals with food groups.</li> <li>• Persist in new skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain learning process.</li> <li>• Set goals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Try new things.</li> <li>• Make healthy food choices.</li> <li>• Make sleep/exercise choices</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest ideas when something is difficult.</li> <li>• Help friends resolve conflicts</li> <li>• Explain why praise motivates</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why hygiene prevents illness.</li> <li>• Give examples of healthy choices.</li> <li>• Name internal body parts.</li> </ul>
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<b>Growing and Changing</b>	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
Substantive Knowledge	<ul style="list-style-type: none"> <li>• Changes in nature/humans.</li> <li>• Stages in childhood.</li> <li>• Babies made by man and woman.</li> <li>• Vocabulary for body parts.</li> <li>• Keeping safe (including PANTS).</li> </ul>	<ul style="list-style-type: none"> <li>• What babies need.</li> <li>• Changes since being a baby.</li> <li>• Differences between secrets and surprises.</li> <li>• Internal organs and private parts.</li> <li>• Trusted adults for worries.</li> </ul>	<ul style="list-style-type: none"> <li>• Giving positive feedback.</li> <li>• Feelings around loss.</li> <li>• Stages of growth.</li> <li>• Human private parts and reproduction.</li> <li>• Consent and privacy.</li> </ul>
Disciplinary Knowledge	<ul style="list-style-type: none"> <li>• Describe animal life cycles.</li> <li>• Describe baby to adult growth.</li> <li>• Talk about how babies are made</li> <li>• Use scientific vocabulary for body parts.</li> <li>• Explain PANTS rule.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what babies need.</li> <li>• Say what they can do now vs toddler.</li> <li>• Talk about feelings around safe secrets.</li> <li>• Name same/different body parts.</li> <li>• Identify trusted adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Support a friend.</li> <li>• Suggest strategies for feelings of loss</li> <li>• Describe growth stages and future hopes.</li> <li>• Name private parts used to make a baby.</li> <li>• Explain keeping private parts private.</li> </ul>