

## RSHE PROGRESSION MAP - EYFS/KS1 21/22

EYFS AREA OF LEARNING		Y1	Y2
<b>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others' needs.</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul>	<b>RELATIONSHIPS - OBJECTIVES</b>	<b>Fa1) Who's in my family?</b> <ul style="list-style-type: none"> <li>• Understand that families are made up of a special group of people, which changes gradually over time.</li> <li>• Understand that these people are all connected in different ways, and that these connections are important</li> </ul> <b>Fa2) Do families always stay the same?</b> <ul style="list-style-type: none"> <li>• Understand how changes and events can influence our feelings</li> </ul> <b>Fa4) When should I say no?</b> <ul style="list-style-type: none"> <li>• Understand that other people need permission before they can touch us</li> <li>• Understand that some parts of our bodies are more private than others</li> <li>• Recognise that other people often want different things than ourselves</li> </ul> <b>Fr1) Who is my friend?</b> <ul style="list-style-type: none"> <li>• Understand that there is a difference between close friends, friends, acquaintances and stranger's Key vocabulary</li> </ul> <b>Fr2) What makes a good friend?</b> <ul style="list-style-type: none"> <li>• Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.</li> <li>• Understand that difference can be a positive thing in our relationships</li> </ul>	<b>Fa3) How should families treat each other?</b> <ul style="list-style-type: none"> <li>• Understand that children and adults both have responsibilities to each other.</li> <li>• Understand that we should feel loved, cared for and safe in our homes. - Know what to do if our needs are not being met</li> </ul> <b>Fa5) Who owns my body? I do!</b> <ul style="list-style-type: none"> <li>• Understand that certain parts of our bodies are very private, and only we get to decide what happens to them</li> <li>• Understand that secrets and surprises are different</li> <li>• Know how to report concerns</li> </ul> <b>Fa6) Are all families the same?</b> <ul style="list-style-type: none"> <li>• Understand that families are highly varied; no family is the same</li> </ul> <b>Fr3) Should friends tell us what to do?</b> <ul style="list-style-type: none"> <li>• Understand that friends should treat each other well and be fair</li> <li>• Understand that there is not an ideal number of friends [You can have as many as you like]</li> <li>• Understand that being controlling of other people is bad and that excluding other children is hurtful</li> <li>• Understand that friends should not tell us what to do, although we should listen politely</li> </ul> <b>Fr4) How do we stop bullying?</b> <ul style="list-style-type: none"> <li>• Empathise with other people and understand why bullying is so hurtful</li> <li>• Order types of bullying to understand which ones are the worst</li> </ul>

<ul style="list-style-type: none"> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>	KEY VOCAB	<p>Fa1 - People, roles, change, loss  Fa2 - Change, moving, forever, feelings  Fa4 - Consent, private, permission  Fr1 - Friend, family, stranger, acquaintance, member of my community  Fr2 - Kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team</p>	<p>Fa3 - Responsibility, kindness  Fa5 - Trusted adult, secret, surprise, worried  Fa6 - Normal, different, religion, culture, gender  Fr3 - Include, exclude, leave out, respect, listening, polite  Fr4 - Bullying, physical, emotional, group, disability, minority</p>
<p><b>EYFS FOUNDATIONAL KNOWLEDGE</b></p>	LIVING IN THE WIDER WORLD - OBJECTIVES	<p><b>C1) How do we make a happy school?</b></p> <ul style="list-style-type: none"> <li>Understand why we have rules and how they help us learn and be happy</li> <li>Understand how to behave appropriately and how to contribute to school life</li> <li>Appreciate how important school is to them - Identify their special people in school</li> </ul> <p><b>C3) What makes a boy or a girl?</b></p> <ul style="list-style-type: none"> <li>Name their body parts, including external genitalia</li> <li>Discuss the similarities and differences between boys and girls, including ideas that challenge gender stereotypes</li> </ul> <p><b>Os1) Screen time (Online safety Curriculum reference - L1)</b></p> <ul style="list-style-type: none"> <li>Understand that people need to get the correct balance of time spent online and offline</li> </ul> <p><b>Os2) Personal information (Online safety Curriculum reference - S1)</b></p> <ul style="list-style-type: none"> <li>Understand why we shouldn't share personal information</li> <li>Understand how to keep our personal information private and safe when we are online</li> </ul> <p><b>Os3) Online strangers (Online safety Curriculum reference - P1)</b></p> <ul style="list-style-type: none"> <li>Understand that people online are strangers if we don't know them in real life</li> <li>Understand that we shouldn't share private and personal information with stranger's</li> </ul>	<p><b>C2) Who lives in my neighbourhood?</b></p> <ul style="list-style-type: none"> <li>Know what range of communities live near school</li> <li>Appreciate that they should treat people with respect and kindness, regardless of difference</li> </ul> <p><b>Os1) Screen time (Online safety Curriculum reference - L1)</b></p> <ul style="list-style-type: none"> <li>Understand that people need to get the correct balance of time spent online and offline</li> </ul> <p><b>Os2) Personal information (Online safety Curriculum reference - S1)</b></p> <ul style="list-style-type: none"> <li>Understand why we shouldn't share personal information</li> <li>Understand how to keep our personal information private and safe when we are online</li> </ul> <p><b>Os3) Online strangers (Online safety Curriculum reference - P1)</b></p> <ul style="list-style-type: none"> <li>Understand that people online are strangers if we don't know them in real life</li> <li>Understand that we shouldn't share private and personal information with stranger's</li> </ul> <p><b>Os4) Fake News (Online safety Curriculum reference - N1) 70 minutes</b></p> <ul style="list-style-type: none"> <li>Understand that anybody can put things online Recognise the difference between truth and fiction</li> <li>Understand that things online are often not true Become more familiar with the term 'Fake News'</li> </ul>

	KEY VOCAB	C1 - Rules, right, wrong C3 - penis, vagina, boy, girl, non-binary Os1 - Screen, connect, active, creative Os2 - personal, information, private Os3 - Truth, private, personal, information	C2 - Community, different Os1 - Screen, connect, active, creative Os2 - personal, information, private Os3 - Truth, private, personal, information Os4 - Internet, information, money, fake
	HEALTH & WELL-BEING - OBJECTIVES	<b>M1) Where do feelings come from?</b> <ul style="list-style-type: none"> <li>Understand that we have a range of emotions, depending on our experiences and situations</li> <li>Know what to do when we experience strong emotions</li> <li>Build language to talk about feelings</li> </ul> <b>M2) Who am I?</b> <ul style="list-style-type: none"> <li>Understand that each of us has skills and talents that are valuable</li> <li>Understand that we are important, unique people who deserve kindness and respect</li> <li>Appreciate that other people are important, no matter how good they are at certain things</li> </ul> <b>M3) What helps me to be happy?</b> <ul style="list-style-type: none"> <li>Understand the connection between their actions and the feelings of themselves and others</li> <li>Discover how our choice of activities can affect our happiness</li> </ul> <b>P4) How can I stay safe?</b> <ul style="list-style-type: none"> <li>Identify common dangers that they may encounter both at home and in the wider world: Chemicals and medicines. Roads and cars. Riding bicycles and scooters. Environmental. Railways. Water. Fires - Know what to do in an emergency situation. Telling adults. Calling emergency services</li> </ul>	<b>P1) How do I help my body stay healthy?</b> <ul style="list-style-type: none"> <li>Understand that active lifestyles including regular exercise can keep our bodies more healthy</li> <li>Appreciate that some people live with disabilities or are differently abled and that</li> <li>Understand that we can't always have healthy bodies, because sometimes we get ill or injured</li> </ul> <b>P2) How do I decide what to eat?</b> <ul style="list-style-type: none"> <li>Identify the components of a balanced diet</li> </ul> <b>P3) How do we stop getting ill?</b> <ul style="list-style-type: none"> <li>Understand that germs are spread by coughs, sneezes and physical contact with dirt and other people</li> <li>Understand that we can prevent the spread of germs by washing our hands with soap, especially when we go to the toilet, eat or are unwell</li> <li>Understand that we can prevent tooth decay by brushing our teeth regularly</li> </ul> <b>G1) Will I always be a child? (link with science)</b> <ul style="list-style-type: none"> <li>Recognise the 5 key stages of human life Understand how their bodies will change as they age</li> <li>Consider how their lives will change as they get older</li> <li>Appreciate how increasing independence presents new dangers, challenges, benefits and responsibilities</li> </ul>
	KEY VOCAB	M1 - Angry, happy, nervous, scared, sad, calm, surprised M2 - Pride, unique M3 - feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors P4 - Chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance	P1 - Exercise, diet, sleep, brushing, teeth P2 - Diet, healthy, unhealthy, fruit, vegetable, energy P3 - Teeth, dentist, clean, wash, disease, germs G1 - Change, age, baby, child, teenager, adult, elderly,