

Relationships Education

Progression of Knowledge and Skills in EYFS and KS1

Key to understanding this document: This document shows you all the DfE's topics and core content statements covered

	<u>Relationships Education</u>		
	Families and people who care for me		
<u>Statutory requirement</u>	1. That families are important for children growing up because they can give love, security and stability.		
	RAll about me RWhat makes me special RMe and my special people RWho can help me? RSame and different families RSafe indoors and outdoors RGetting bigger RWhere do babies come from? RLife stages - plants, animals, humans RLooking after my special people RCaring for our world	Y1 Who are our special people?	2 My special people
<u>Statutory requirement</u>	2. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.		
	RPeople who help to keep me safe RLife Stages: Human life stage - who will I be? RSame and different families RWho can help me? RMy feelings RMe and my special people RLooking after my special people	Y1 Taking care of a baby Y1 Who are our special people?	My special people

SCIENCE			Animals Including Humans – I know how to describe the basic needs of animals, including humans, for survival.
<u>Statutory requirement</u>	3. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care		
	RMe and my special people RWhat makes me special RAll about me RSame and different families RLife Stages: Human life stage - who will I be? RGetting bigger RLooking after my special people RWhere do babies come from?	Y1Same or different? Y1Who are our special people? Y1Our special people balloons	Y2My special people
<u>Statutory requirement</u>	4. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.		
	RGetting bigger RLife Stages: Human life stage - who will I be? RSame and different families RWho can help me? RWhere do babies come from? RLooking after my special people	Y1Same or different? Y1Who are our special people? Y1Our special people balloons	Y2My special people
<u>Statutory requirement</u>	5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		
	RLife Stages: Human life stage - who will I be?		
	6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.		
	RPeople who help to keep me safe RMy feelings (2) RWho can help me? RMy feelings	Y1Who can help? (2) Y1Surprises and secrets Y1Good or bad touches? Y1Who can help? (1)	
	Caring friendships		
<u>Statutory requirement</u>	1. How important friendships are in making us feel happy and secure, and how people choose and make friends.		
	RWho can help me?	Y1Good friends	Y2Being a good friend

	RAll about me RMe and my special people RSame and different RI am a friend RLooking after my friends		
<u>Statutory requirement</u>	2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.		
	RI am a friend RI am caring RSame and different RMy feelings (2) RWho can help me? RLooking after my friends RBouncing back when things go wrong RYes, I can!	Y1 How are you listening? Y1 Pass on the praise! Y1 Good friends Y1 Who can help? (1) Y1 Unkind, tease or bully? Y1 Who can help? (2) Y1 Harold has a bad day Y1 It's not fair!	Y2 Being a good friend
<u>Statutory requirement</u>	3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.		
	RWho can help me? RSame and different RI am caring RI am a friend RLooking after my friends	Y1 Good friends Y1 Who can help? (1) Y1 It's not fair! Y1 Who can help? (2) Y1 Unkind, tease or bully?	Y2 A helping hand Y2 When someone is feeling left out Y2 Being a good friend Y2 An act of kindness
<u>Statutory requirement</u>	4. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.		
		Y1 How are you listening? Y1 Who can help? (1) Y1 It's not fair! Y1 Harold has a bad day Y1 Surprises and secrets Y1 Unkind, tease or bully? Y1 Who can help? (2)	Y2 Solve the problem
<u>Statutory requirement</u>	5. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.		
	RMy feelings (2) RWho can help me?	Y1 How are you listening? Y1 Pass on the praise!	Y2 Getting on with others Y2 Solve the problem

	RMy feelings		
	Respectful relationships		
<u>Statutory requirement</u>	1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs		
	RMe and my special people RWhat makes me special RAll about me RSame and different RI am a friend RSame and different families RSame and different homes RGetting bigger R!m special, you're special RLooking after my friends RWhere do babies come from?	Y1Pass on the praise! Y1How are you listening? Y1Same or different?	Y2What makes us who we are?
<u>Statutory requirement</u>	2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.		
	RI am caring RI am a friend RBouncing back when things go wrong RBeing helpful at home and caring for our classroom	Y1Same or different? Y1Why we have classroom rules Y1Harold has a bad day Y1It's not fair!	Y2How do we make others feel? Y2Our ideal classroom (1) Y2What makes us who we are? Y2An act of kindness
<u>Statutory requirement</u>	3. The conventions of courtesy and manners.		
	RI am a friend RI am caring RSame and different homes RWhat makes me special RBeing helpful at home and caring for our classroom RCaring for our world	Y1Harold's school rules Y1Pass on the praise! Y1It's not fair! Y1Harold has a bad day Y1Why we have classroom rules	Y2Our ideal classroom (2) (OPTIONAL) Y2An act of kindness Y2Getting on with others
<u>Statutory requirement</u>	4. The importance of self-respect and how this links to their own happiness.		
	RWhat makes me special RAll about me RSame and different		

	R'I'm special, you're special		
<u>Statutory requirement</u>	5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		
	RSame and different RAll about me	Y1 Pass on the praise! Y1 Harold's school rules Y1 Who can help? (1) Y1 Taking care of something Y1 Who can help? (2) Y1 Unkind, tease or bully? Y1 Harold has a bad day	Y2 Don't do that! Y2 Bullying or teasing? (OPTIONAL) Y2 Types of bullying Y2 Getting on with others
<u>Statutory requirement</u>	6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		
		Y1 Who can help? (1) Y1 Unkind, tease or bully? Y1 Who can help? (2)	Y2 Bullying or teasing? (OPTIONAL) Y2 Don't do that! Y2 Getting on with others Y2 Types of bullying
<u>Statutory requirement</u>	7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.		
	RMe and my body - girls and boys		
<u>Statutory requirement</u>	8. The importance of permission-seeking and giving in relationships with friends, peers and adults.		
	RListening to my feelings RMe and my body - girls and boys RLooking after my friends	Y1 Sharing pictures Y1 Surprises and secrets Y1 Good or bad touches?	Y2 I don't like that!
	Online relationships		
<u>Statutory requirement</u>	1. That people sometimes behave differently online, including by pretending to be someone they are not.		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		

	RKeeping safe online	Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	5. How information and data is shared and used online.		
		Y1 Sharing pictures	Y2 Playing games
	Being safe		
<u>Statutory requirement</u>	1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		
		Y1 Good or bad touches? Y1 Surprises and secrets Y1 Harold's school rules Y1 Sharing pictures	Y2 Playing games Y2 Some secrets should never be kept Y2 Fun or not? Y2 What should Harold say? Y2 Should I tell? Y2 How safe would you feel?
<u>Statutory requirement</u>	2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.		
	RKeeping safe online RMe and my body - girls and boys	Y1 Sharing pictures Y1 Surprises and secrets Y1 Good or bad touches?	Y2 Should I tell? Y2 Playing games Y2 Some secrets should never be kept Y2 My body, your body Y2 Respecting privacy
<u>Statutory requirement</u>	3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.		
	RListening to my feelings RLife Stages: Human life stage - who will I be? RMe and my body - girls and boys	Y1 Keeping privates private	Y2 Should I tell? Y2 What should Harold say? Y2 I don't like that! Y2 How safe would you feel? Y2 Some secrets should never be kept Y2 Fun or not?
<u>Statutory requirement</u>	4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.		
	RPeople who help to keep me safe	Y1 Surprises and secrets	Y2 I don't like that!

			Y2 What should Harold say? Y2 Some secrets should never be kept
<u>Statutory requirement</u>	5. How to recognise and report feelings of being unsafe or feeling bad about any adult.		
	R Who can help me? R People who help to keep me safe R Listening to my feelings R Keeping safe online R Safe indoors and outdoors R What's safe to go onto my body	Y1 Who can help? (2) Y1 Good or bad touches? Y1 Surprises and secrets Y1 Thinking about feelings Y1 Our feelings Y1 Who can help? (1)	Y2 How safe would you feel? Y2 Should I tell? Y2 Fun or not?
<u>Statutory requirement</u>	6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.		
	R Same and different R Keeping safe online R Listening to my feelings R People who help to keep me safe R Looking after my friends	Y1 Sharing pictures Y1 Surprises and secrets	Y2 Playing games Y2 Feeling safe
<u>Statutory requirement</u>	7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.		
	R Listening to my feelings R Me and my body - girls and boys	Y1 Keeping privates private Y1 Surprises and secrets Y1 Good or bad touches?	Y2 Feeling safe
<u>Statutory requirement</u>	8. Where to get advice e.g. family, school and/or other sources		
	R Who can help me? R People who help to keep me safe	Y1 Good or bad touches? Y1 Surprises and secrets	Y2 Feeling safe
	Physical Health and Mental Wellbeing (Health Education)		
	Mental wellbeing		
<u>Statutory requirement</u>	1. That mental wellbeing is a normal part of daily life, in the same way as physical health.		
		Y1 Our feelings	

SCIENCE			Animals Including Humans – I know how to describe the basic needs of animals for survival and the many changes as offspring from young animals, including humans, grow into adults.
Statutory requirement	2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.		
	RMy feelings RMy feelings (2) RBouncing back when things go wrong RYes, I can!	Y1Our feelings Y1Harold loses Geoffrey Y1Thinking about feelings Y1Feelings and bodies	Y2How are you feeling today? Y2I don't like that! Y2Sam moves away Y2Let's all be happy! Y2Some secrets should never be kept
Statutory requirement	3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.		
	RMy feelings RMy feelings (2) RSame and different RWhat's safe to go onto my body RYes, I can! RBouncing back when things go wrong	Y1Thinking about feelings Y1Our feelings Y1Feelings and bodies	Y2How are you feeling today? Y2My day Y2When I feel like erupting Y2How do we make others feel? Y2Harold's picnic Y2An act of kindness
Statutory requirement	4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.		
		Y1Our feelings Y1Thinking about feelings	Y2When I feel like erupting
Statutory requirement	5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.		
			Y2Harold's picnic
SCIENCE	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the basic needs of animals for survival and the many changes as offspring from young animals, including humans, grow into adults.

			Animals Including Humans – I know how to describe the importance for humans of exercise.
<u>Statutory requirement</u>	6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		
	R My feelings (2) R My feelings	Y1 Feelings and bodies Y1 Who are our special people?	
<u>Statutory requirement</u>	7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		
	R My feelings R My feelings (2)	Y1 Thinking about feelings Y1 Our feelings Y1 Feelings and bodies Y2 When someone is feeling left out	
<u>Statutory requirement</u>	8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.		
		Y1 Who can help? (1) Y1 Unkind, tease or bully? Y1 Who can help? (2)	
<u>Statutory requirement</u>	9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).		
	R My feelings (2) R My feelings R Who can help me?		Y2 Let's all be happy!
<u>Statutory requirement</u>	10. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.		
	Internet safety and harms		
<u>Statutory requirement</u>	1. That for most people the internet is an integral part of life and has many benefits		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		

			Y2 Playing games
<u>Statutory requirement</u>	3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	4. Why social media, some computer games and online gaming, for example, are age restricted.		
<u>Statutory requirement</u>	5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.		
		Y1 Sharing pictures	Y2 Playing games
<u>Statutory requirement</u>	6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.		
<u>Statutory requirement</u>	7. Where and how to report concerns and get support with issues online.		
		Y1 Sharing pictures	Y2 Playing games
	Physical health and fitness		
<u>Statutory requirement</u>	1. The characteristics and mental and physical benefits of an active lifestyle.		
		Y1 Healthy me	Y2 My body needs... (OPTIONAL)
SCIENCE	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<u>Statutory requirement</u>	2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		
	R Move your body		Y2 My day
SCIENCE	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<u>Statutory requirement</u>	3. The risks associated with an inactive lifestyle (including obesity).		

		Y1 Healthy me	
SCIENCE	Animals Including Humans – I know about the importance of a healthy exercise regime. Animals Including Humans – I know that exercise is good for my body.		Animals Including Humans – I know how to describe the importance for humans of exercise.
<u>Statutory requirement</u>	4. How and when to seek support including which adults to speak to in school if they are worried about their health.		
	R Keeping Myself Safe - What's safe to go into my body (including medicines)	Y1 Inside my wonderful body! (OPTIONAL)	
	Healthy eating		
<u>Statutory requirement</u>	1. What constitutes a healthy diet (including understanding calories and other nutritional content).		
	R Getting bigger R Move your body R Healthy eating	Y1 I can eat a rainbow Y1 Eat well	
SCIENCE	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<u>Statutory requirement</u>	2. The principles of planning and preparing a range of healthy meals.		
	R Healthy eating	Y1 I can eat a rainbow Y1 Eat well	
SCIENCE	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<u>Statutory requirement</u>	3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		
	R Getting bigger R Keeping Myself Safe - What's safe to go into my body (including medicines)	Y1 I can eat a rainbow Y1 Eat well	

SCIENCE	Animals Including Humans – I know about the importance of a healthy diet. Animals Including Humans – I know that I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
	Drugs, alcohol and tobacco		
<u>Statutory requirement</u>	1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		
	RKeeping Myself Safe - What's safe to go into my body (including medicines)	Y1What could Harold do?	Y2Harold's picnic
	Health and prevention		
<u>Statutory requirement</u>	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		
<u>Statutory requirement</u>	2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		
<u>Statutory requirement</u>	3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		
	RMove your body RA good night's sleep RKeeping Myself Safe - What's safe to go into my body (including medicines) RGetting bigger	Y1Super sleep Y1Healthy me	Y2My body needs... (OPTIONAL)
SCIENCE			Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<u>Statutory requirement</u>	4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
	RWhat's safe to go onto my body RA good night's sleep RMove your body	Y1Healthy me Y1Harold's wash and brush up	Y2Harold's bathroom

<u>Statutory requirement</u>	5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.		
	R Move your body R A good night's sleep R What's safe to go onto my body	Y1 Harold's wash and brush up Y1 Catch it! Bin it! Kill it!	Y2 Harold's postcard - helping us to keep clean and healthy
SCIENCE	Animals Including Humans – I know that if I wash my hands then that will kill off germs.		Animals Including Humans – I know how to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<u>Statutory requirement</u>	6. The facts and science relating to allergies, immunisation and vaccination.		
			Y2 Harold's postcard - helping us to keep clean and healthy
	Basic first-aid		
<u>Statutory requirement</u>	1. How to make a clear and efficient call to emergency services if necessary.		
		Y1 Basic first aid	Y2 Basic first aid Y2 Feeling safe
<u>Statutory requirement</u>	2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.		
		Y1 Basic first aid	Y2 Basic first aid
	Changing adolescent body		
<u>Statutory requirement</u>	1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.		
	R Life stages - plants, animals, humans R Where do babies come from? R Getting bigger R Seasons R Life Stages: Human life stage - who will I be?	Y1 Taking care of a baby Y1 Then and now	Y2 Haven't you grown! Y2 My body, your body
<u>Statutory requirement</u>	2. About menstrual wellbeing including the key facts about the menstrual cycle		