

St Gabriel's Catholic Primary School – RSHE Curriculum Mapping and Progression of skills



	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online Relationships and internet safety		To know how to have a sensible amount of screen time.	To know how and why people use the internet.	To know the ways in which people can access the internet e.g. phones, tablets, computers.	To know what is appropriate to share with friends, classmates, family and wider social groups including online.	To know how to communicate respectfully with friends when using digital devices.		To know why people choose to communicate through social media and some of the risks and challenges of doing so.
					To know about what privacy and personal boundaries are, including online relationships.			To know what is appropriate to share online and how to report inappropriate online content or contact.
				To know how to recognise hurtful behaviour, including online relationships.	To know about bullying online, and the similarities and differences to face-to-face bullying.		To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment.	

		To talk about activities that are safe online.	To know how rules can help to keep us safe.			To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites.	To recognise unsafe or suspicious content online.	
			To know the benefits of using the internet and digital devices- what do they enjoy about the internet.	To recognise the purpose and value of the internet in everyday life.	To know how the internet can be used positively for leisure, for school and for work.			<p>To know how balancing time online with other activities helps to maintain their health and wellbeing.</p> <p>To know some strategies to manage time spent on line and foster positive habits e.g. switching phone off at night.</p>

					To recognise that images and information online can be altered or adapted and know the reasons for why this happens.	To know that organisations can use personal information to encourage people to buy things.	To know that some media and online content promote stereotypes.	
				To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos. To know that information online might not always be true.	To know strategies to recognise whether something they see online is true or accurate.	To compare content shared for factual purposes and for advertising, To recognise what online adverts look like. To know why people might choose to buy or not buy something online e.g. from seeing an	To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.	

						advert.		
			<p>To know why some things have age restrictions, e.g. TV and film, games, toys or play areas.</p>		<p>To evaluate whether a game is suitable to play or a website is appropriate for their age-group.</p>		<p>To know that social media sites have age restrictions and regulations for use.</p> <p>To know the reasons why some media and online content is not appropriate for children.</p> <p>To know the different age rating systems for social media, T.V, films, games and online gaming.</p> <p>To know why age restrictions are</p>	

								important and how they help people make safe decisions about what to watch, use or play.
					To make safe, reliable choices from search results.	To know that search results are ordered based on the popularity of the website and that this can affect what information people access.	To know how to assess which search results are more reliable than others.	
		To know what to do and who to talk to if they feel unsafe online or see something they don't like.	To know whom to tell if they see something online that makes them feel unhappy, worried, or	To know what to do and whom to tell if they see or experience hurtful behaviour, including	To know how to report something seen or experienced online that concerns them e.g. images or content that		To know how to report discrimination online.	To know how online content can be designed to manipulate people's emotions and encourage them to read or share

			scared.	online.	worry them, unkind or inappropriate communication.			things. To know about sharing things online, including rules and laws relating to this. To know how to report the misuse of personal information or sharing of upsetting content/ images online. To know what to do if they take, share or come across an image which may upset, hurt or embarrass them or others.
--	--	--	---------	---------	---	--	--	---

						<p>To know that everything shared online has a digital footprint.</p>	<p>To know how devices store and share information.</p> <p>To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p>	<p>To identify potential risks of personal information being misused.</p> <p>To know strategies for dealing with requests for personal information or images of themselves.</p> <p>To identify types of images that are appropriate to share with others and those which might not be appropriate.</p> <p>To know that images or text can be quickly</p>
--	--	--	--	--	--	---	---	--

								shared with others, even when only sent to one person, and what the impact of this might be.
First Aid	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To know to ring 999 in an emergency.	To know the number for the emergency services and when to ring them.	To know how to respond if there is an accident and someone is hurt.	To know about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say.	To use LIONEL to give correct information to the emergency services during an emergency.		To know how to respond in an emergency, including when and how to contact different emergency service.	

					To know how to identify when a casualty is having allergic reaction to a bite or sting.	To know how to identify when a casualty is having an asthma attack	To assess a casualty's condition calmly and give first aid to a casualty who is bleeding.	To know how to identify a casualty who is choking.
					To provide first aid treatment to a casualty who has been bitten or stung.	To assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma.	To give first aid to a casualty who is in shock.	To assess and give first aid to a casualty who is choking.
Health and Prevention	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To know that germs can make you poorly. To name some ways to keep the body fit and	To know ways to take care of themselves on a daily basis. To know about people who can help	To know about things that people can put into their body or onto their skin (e.g. medicines and creams) and				

		healthy. To know how exercise keeps the body healthy	them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.	how these can affect how people feel.				
	To know how to wash hands correctly.	To know when and why they need to wash their hands. To know how to wash hands correctly.	To know about basic hygiene routines, e.g. hand washing				To know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.	
	To know how to keep safe in the sun.	To know how to keep safe in the sun.	To know how to keep safe in the sun.		To know importance of following safety rules from parents and other adults.			

					To know how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety.			
				To know how to recognise risk in everyday situations, e.g. road, water and rail safety.	To know how to identify typical hazards at home and in school. To know how to predict, assess and manage risk in everyday situations e.g. crossing the road. To know about			

					fire safety at home including the need for smoke alarms.			
								<p>To know ways in which couples show their love and commitment to one another, including those who are not married or who live apart.</p> <p>To know that people have the right to choose whom they marry or whether to get married</p> <p>To know that to force anyone into marriage is illegal.</p>

								To know what marriage means e.g. a legal declaration of commitment made by two adults
Families and people who care for me	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To name people who are special to them in their family.	To talk about who is in their family. To talk about what makes their home feel special.	To know about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers.		To know that being part of a family provides support, stability and love. To know the positive aspects of being part of a family, such as spending time together and caring for each other.		To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes.	
		To talk about how people in their family	To know the role different people play in		To know about the different ways that people			

		show them love and take care of them.	children's lives and how they care for them.		can care for each other e.g. giving encouragement or support in times of difficulty.			
	To notice differences between people.	To know that some families can be different to their own. To notice similarities and differences between their family and others.	To know what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.	To know how family can have both similarities and differences.	To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.			
		To name people in their family who can help them. To talk about	To know about the importance of telling someone — and how to	To recognise, and ask for help, when they are feeling lonely or unhappy or to	To identify when something in a family might make someone upset or worried.	To seek support with relationships if they feel lonely or excluded.		To seek support with relationships if they feel lonely or excluded.

		what to do if family relationships are making them feel unsafe or unhappy.	tell them — if they are worried about something in their family.	help someone else.	To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.			
	To talk about different family events e.g birthdays, Christmas, gatherings	To recognise that people have different beliefs and celebrate special times in different ways.						
Caring Friendships and Respectful Relationships	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To know that some actions and words can hurt others.	To know what being unkind means.	To know what kind and unkind behaviour mean in and out school.		To know that bullying and hurtful behaviour is unacceptable in any situation.			
	To show friendly		To know how kind and		To know about the effects and			

	behaviour, to build relationships with others.		unkind behaviour can make people feel.		consequences of bullying for the people involved.			
	To say please and thank you. To follow the classroom rules without needing an adult to remind them.	To use their manners to be polite. To know and follow the classroom rules and routines. To follow instructions (2 part).	To know what respect means.		To know the importance of self-respect and their right to be treated respectfully by others. To know what it means to treat others, and be treated, politely.			
	To know how to be friendly to others e.g. smiling, saying hello. To know how to show love to others e.g	To know how to be a kind friend. To talk about what a friend is To tell you why friends are		To know how to be a good friend, e.g. kindness, listening, honesty.		To know about the features of positive healthy friendships such as mutual respect, trust and sharing interests.	To know what makes a healthy friendship and how they can make people feel included.	To compare the features of a healthy and unhealthy friendship.

	giving a hug.	important and how they help us. To talk about themselves and their friends positively.				To know strategies to build positive friendships.		
				To know about different ways that people meet and make friends.			To know strategies to help someone feel included.	
	To know how to use gentle hands.	To know what is right and wrong To know and show respect by following the listening rules.		To know strategies for positive play with friends, e.g. joining in, including others, etc.	To recognise respectful behaviours e.g. helping or including others, being responsible. To model respectful behaviour in			

					different situations e.g. at home, at school, online.			
				To know about what can cause arguments between friends.			To know that it is common for friendships to experience challenges.	
	To know how to share their own thoughts and opinions with others. To confidently share their own ideas To know how to show forgiveness when they fall out with friends.		To know how to positively resolve arguments between friends.			To know strategies to positively resolve disputes and reconcile differences in friendships.	To know how to constructively challenge points of view they disagree with.	

		<p>To know when their friends need help.</p> <p>To talk about events where friendship isn't making them feel happy.</p>		<p>To know how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else.</p>	<p>To know what to do and whom to tell if they see or experience bullying or hurtful behaviour.</p>	<p>To know how to seek support with relationships if they feel lonely or excluded.</p>	<p>To know how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.</p> <p>To know when and how to seek support in relation to friendships.</p>	
		<p>To talk about the similarities and differences between their friends.</p> <p>To be able to tell you who their friends are.</p>		<p>To know how friends can have both similarities and differences.</p>	<p>To know ways in which people show respect and courtesy in different cultures and in wider society.</p>		<p>To know that friendships can change over time and the benefits of having new and different types of friends.</p>	
	To share and	To work in a		To know how				To know how to

	<p>take turns with others with adult help</p>	<p>group with other children.</p> <p>To take turns when playing a game.</p> <p>To wait for their turn to say something in the classroom.</p> <p>To share toys and resources with others.</p>		<p>to play and work cooperatively in different groups and situations.</p>				<p>listen to and respect other points of view.</p>
	<p>To listen to others and follow instructions</p> <p>To select and use activities and resources with help.</p> <p>To take</p>	<p>To listen to others in conversation.</p> <p>To listen and respect the ideas of others.</p> <p>To talk about differences and why they</p>		<p>To know how to share their ideas and listen to others, take part in discussions, and give reasons for their views.</p>				

	responsibility for a small task.	should be celebrated.						
Changing Adolescents	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								To identify the links between love, committed relationships and conception.
						To identify external genitalia and reproductive organs.	To identify external genitalia and reproductive organs.	To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults.
								To know how pregnancy occurs i.e. when a sperm meets an egg and the fertilised

								egg settles into the lining of the womb.
								To know the responsibilities about being a parent or carer and how having a baby changes someone's life.
						To know about the physical and emotional changes during puberty	To know about the physical and emotional changes during puberty	
							To know the strategies to manage the changes during puberty including menstruation	
						To know the importance of	To know the importance of	

						personal hygiene routines during puberty including washing regularly and using deodorant	personal hygiene routines during puberty including washing regularly and using deodorant	
						To know how to discuss the challenges of puberty with a trusted adult-emotional.	To know how to discuss the challenges of puberty with a trusted adult.	
						To get information, help and advice about puberty-emotional.	To get information, help and advice about puberty.	
Money and Enterprise	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			To know that everyone has different strengths, in		To recognise their interests, skills and achievements		To know that there is a variety of routes into	

			and out of school.		and how these might link to future jobs.		work e.g. college, apprenticeships, university, training. To identify jobs that they might like to do in the future.	
		To talk about what they would like to achieve.	To know about how different strengths and interests are needed to do different jobs.		To know how to set goals that they would like to achieve this year e.g. learn a new hobby. To know about some of the skills needed to do a job, such as teamwork and decision-making.		To know about the role ambition can play in achieving a future career. To know how or why someone might choose a certain career.	
	To show interest in	To talk about different jobs	To know about people		To know about jobs that people		To know about what might	

	different occupations. To recognise and name people who help us e.g. doctors, nurses, policemen	that help people earn money.	whose job it is to help us in the community. To know about different jobs and the work people do.		may have from different sectors e.g. teachers, business people, charity work. To know that people can have more than one job at once or over their lifetime.		influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values.	
		To talk about different forms of money. To know and talk about how to keep money safe.		To know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments		To know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them.		
				To know how money can be kept and looked after.		To know how to keep track of money and why it is important		To know about value for money and how to judge if

				<p>To know about getting, keeping and spending money.</p> <p>To know that people are paid money for the job they do.</p>		<p>to know how much is being spent.</p>		<p>something is value for money.</p> <p>To know how companies encourage customers to buy things and why it is important to be a critical consumer</p>
				<p>To know people make choices about spending money, including thinking about needs and wants.</p>		<p>To know how people make different spending decisions based on their budget, values and needs.</p> <p>To know that how people spend money can have positive or</p>		<p>To know about the role that money plays in people's lives, attitudes towards it and what influences decisions about money.</p> <p>To know how having or not having money can impact on a</p>

						negative effects on others e.g. charities, single use plastics.		person's emotions, health and wellbeing.
								<p>To know about common risks associated with money, including debt, fraud and gambling.</p> <p>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</p> <p>To know how to get help if they are concerned about gambling</p>

	community who look after them.	<p>To know about dangers both inside and outside and how to avoid getting hurt</p> <p>To know how to cross the road safely.</p> <p>To know how to stay safe on bonfire night</p>						
	To talk about when they may feel unsafe or unhappy.	To know about situations when someone's body or feelings might be hurt and whom to go to for help.	To know about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help.	To know about what privacy and personal boundaries are, including online.	To know 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	To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).		To know about the qualities of healthy relationships that help individuals flourish.

						relate to being safe.		
		<p>To name body parts and know their private parts are to be kept private.</p> <p>To know and talk about the pants rule (safe touch).</p>	<p>To know about what it means to keep something private, including parts of the body that are private.</p> <p>To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).</p>	<p>To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis and testicles).</p>				
	To know who are safe strangers.		To know how to respond if being touched makes them	To know how to ask for help if they feel unsafe or	To know how to recognise and report feelings of being unsafe or	To know where to get advice from e.g. family, school and/or	To know how to recognise and report feelings of	To know how to get advice and report concerns about personal

			feel uncomfortable or unsafe.	worried and what vocabulary to use.	feeling bad about any adult.	other sources.	being unsafe or feeling bad about any adult.	safety, including online.
	To know who to ask when they need help.	To know which adults they can speak to if they feel unsafe.	To know when it is important to ask for permission to touch others. To know how to ask for and give/not give permission.		To know how to ask for advice or help for themselves or others, and to keep trying until they are heard. To know how to report concerns or abusive language, and using the correct vocabulary to do so.	To know when it is right to keep or break a confidence or share a secret.	To know how to report concerns or abusive language, and using the correct vocabulary to do so.	To know what consent means and how to seek and give/not give permission in different situations.
				To know how to resist pressure to do something that feels	To know how to respond safely and appropriately to adults they may encounter	To know how to manage pressures associated with dares.		To know how to recognise and respond to pressure from others to do

				uncomfortable or unsafe.	(in all contexts, including online) whom they do not know.			something unsafe or that makes them feel worried or uncomfortable. To know about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.
Physical Health	Pre school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To know fruits and vegetables are healthy. To name some fruit and vegetables. To know that	To name some foods which are healthy to eat. To name some foods which are unhealthy to eat. To know how	To know about healthy and unhealthy foods, including sugar intake.	To know about food and drink that affect dental health.	To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally.	To know the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.	To know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example,	To know about choices that support a healthy lifestyle, and recognise what might influence these.

	<p>water and milk is healthy to drink.</p> <p>To know what a dentist does.</p> <p>To know how to brush their teeth with adult support.</p>	<p>to keep their teeth healthy.</p>					<p>obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</p>	
					<p>To know how to make healthy food choices and what might negatively influence them</p>		<p>To know the principles of planning and preparing a range of healthy meals</p>	
					<p>To know about habits and that sometimes they can be maintained, changed or</p>			

					stopped			
	<p>To use the toilet independently</p> <p>To know they must wash and dry their hands thoroughly</p>	<p>To manage their own hygiene and toileting</p>						
	<p>To know how to get dressed and undressed with increasing independence.</p>	<p>To independently dress and undress themselves.</p>						
	<p>To know that they grow and change over time.</p>	<p>To talk about how they have changed since they were a baby.</p>						
	Pre- School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Mental Health and Wellbeing</p>		<p>To talk about what makes them special</p> <p>To talk about what they are good at and what they need to practice.</p> <p>To know that practise and working hard is important.</p>	<p>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</p>		<p>To know that everyone is an individual and has unique and valuable contributions to make.</p>			
	<p>To use the zones to identify their feelings.</p>	<p>To use a varied vocabulary to describe feelings.</p> <p>To know some ways to calm down when angry or upset</p>	<p>To know how to manage and whom to tell when finding things difficult, or when things go wrong</p>	<p>To know how to manage big feelings including those associated with change, loss and bereavement.</p>				<p>To create positive strategies for managing feelings.</p>

			To know how they are the same and different to others.		To recognise how strengths and interests form part of a person's identity. To identify their own personal strengths and interests and what they're proud of (in school, out of school).			
	To recognise if they are happy or sad.	To recognise different emotions. To say and show when they are feeling good and happy. To say and show when they are feeling	To know about different kinds of feelings.	To know how to describe and share a range of feelings.				To know that mental health is just as important as physical health and that both need looking after. To know that there are situations when someone may

		<p>sad.</p> <p>To say and show when they are feeling angry.</p> <p>To say and show when they are feeling scared.</p>						<p>experience mixed or conflicting feelings.</p> <p>To know how feelings can often be helpful, whilst recognising that they sometimes need to be overcome.</p>
		<p>To tell you what makes them feel happy, sad, angry or scared</p>	<p>To know how to recognise feelings in themselves and others</p>		<p>To recognise common challenges to self-worth e.g. finding school work difficult, friendship issues.</p>			<p>To recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support.</p> <p>To know about the changes that may occur in life including death, and how these can cause</p>

								<p>conflicting feelings.</p> <p>To know that changes can mean people experience feelings of loss or grief.</p> <p>To know about the process of grieving and how grief can be expressed.</p>
	<p>To know how to relax with help.</p> <p>To stay still and quiet for a short time.</p>	<p>To recognise when their body and mind is calm.</p> <p>To know some ways to calm down when angry or upset.</p> <p>To maintain their concentration</p>	<p>To know how feelings can affect how people behave.</p>	<p>To know ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others.</p>	<p>To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</p>		<p>To know about the benefits of being outdoors and in the sun for physical and mental health.</p>	

		and attention.						
				To know when and how to ask for help, and how to help others, with their feelings.				<p>To recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available.</p> <p>To identify where they and others can ask for help and support with mental wellbeing in and outside school.</p> <p>To know the importance of asking for support from a trusted adult.</p>

								To know how negative experiences such as being bullied or feeling lonely can affect mental wellbeing.
		To know that sleep is important in keeping our mind and body healthy.					To know how sleep contributes to a healthy lifestyle. To know some healthy sleep strategies and how to maintain them.	
Drugs, alcohol and tobacco	Pre school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						To know the importance of taking medicines correctly		

				<p>To know about things that people can put into their body or on their skin; how these can affect how people feel</p>		<p>To recognise what is meant by a 'drug'</p> <p>To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p>		<p>To know about the risks and effects of different drugs</p>
				<p>To know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>		<p>To know that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p>		<p>To know about the laws relating to drugs common to everyday life and illegal drugs</p>

						To identify some of the risks associated with drugs common to everyday life		
						To know that for some people using drugs can become a habit which is difficult to break		To recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs
						To know how to ask for help or advice		To know about the organisations where people can get help and support concerning drug use
								To know how to ask for help if they have

								concerns about drug use
--	--	--	--	--	--	--	--	----------------------------