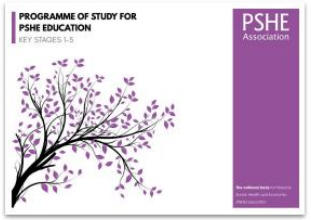
DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

RSE Statutory guidance (and non-statutory sex education)	PSHE Association Programme of Study
 Link to: Relationships Education, Relationships and Sex Education and Health Education guidance	 Link to: Programme of Study KS1-5 (pshe-association.org.uk)

Managing Self	Self-regulation	Building relationships	Critical thinking

My healthy self	Connecting with others	The online world	Citizenship	Growing up	Health protection	Staying Safe	Sex Education (Y6)
Learning how to look after physical and mental health. Learning to recognise and talk about feelings and emotions. Leaning how everyday choices affect health and wellbeing	Learning how relationships work and how to build them positively. Exploring communication, empathy, trust and boundaries.	Learning how to stay safe online. Exploring respectful online behaviour, privacy & consent.	Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.	Learning how we change as we grow through the stages, both physical and emotional changes including puberty.	Learning how to prevent illness and protect our bodies. Learning about the importance of hygiene and immunisation.	Learning how to recognise and manage different types of risk including personal safety, safety in relationships and safety in the wider world.	Introduction to reproduction.

Our RSE & PSHE Curriculum design:

Cyclical: pupils revisit each of the seven key areas
Increasing depth: Each time a key area is revisited, it is covered with greater depth and increasing maturity.
Prior knowledge: Upon returning to each key area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Year group - units of work (based on Kapow)

RSE Statutory Guidance

The sex education unit taught in Year 6 (summer 2) is non-statutory and parents/carers have the right to withdraw their child from lessons.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Long Term Plan: Year 3-6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Introduction lesson My healthy self: How can I take care of my mind & body?	Connecting with others: What helps us feel safe & included?	The online world: How should we communicate online?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	Citizenship: What careers do people choose and why?
Year 4	Introduction lesson My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
Year 5	Introduction lesson My healthy self: How can I support my mind & body as I grow? **BRAIN BUDDIES**	Connecting with others: Why are healthy relationships important? **BRAIN BUDDIES**	The online world: How am I influenced by what I see online?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	Citizenship: How can we be in control of our money?
Year 6	Introduction lesson My healthy self: How do my choices today shape my future health?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Citizenship: How can we protect everyone's rights?	Staying safe: How can I stay safe as I grow up?	Sex education: How do people become parents & carers?

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

My healthy self	Year 1/2	
	Skills	Knowledge
Recognising & talking about emotions	• *Beginning to recognise and name a wider range of emotions and feelings in themselves (including the six basic emotions).* • *Beginning to recognise how others are feeling by examining facial expressions and body language cues.* • *Beginning to express why they are feeling a certain way, e.g. in response to a particular emotion or situation.* • *Beginning to describe how strong their feelings are using simple scales and language.* • *Talking about whether something made them feel 'a little bit' or 'very' upset, excited, angry, etc.*	• *To know that basic emotions (happiness, sadness, anger, fear, surprise, disgust) are the body's natural response.* • *To know that feelings are the words used to describe emotions.* • *To recognise and name the following emotions and associated feelings: Happiness (excited, calm), Sadness (lonely, upset), Fear (worried, scared), Anger (cross, annoyed), Disgust (uncomfortable), Surprise (amazed, shocked)* • *To know that it is okay and normal to experience both positive (comfortable) and negative (uncomfortable) feelings in response to different situations.* • *To know feelings can change and vary in intensity and may seem small or big, depending on the situation.*
Support with mental wellbeing	• *Beginning to notice when they or others might need help with their feelings from a trusted adult.* • *Identifying a trusted adult (e.g. teacher, TA, parents) to talk to if needed.*	• *To know that talking to a trusted adult can help when they feel upset or worried.*
Self-care	• *Talking about things that help them feel calm or happy (e.g. playing, hugging a loved one, quiet time, etc).* • *Noticing when they or others feel sad, worried, left out or lonely.* • *Talking about how they feel when they have had enough sleep or not enough sleep.*	• *To know that resting and doing things they enjoy can help them feel better.* • *To know that talking to someone can help when they feel sad or left out.* • *To know that sleep helps their body and brain rest and grow.* • *To know that a good bedtime routine (e.g. bath, story, quiet time) helps them fall asleep more easily and sleep better.*
Bullying and mental health	• *Talking about how someone might feel when someone else is repeatedly unkind to them.*	• *To know that repeatedly feeling hurt by others can affect how someone feels for the rest of the day or longer.*
Being active	• *Recognising when they are active and how it makes them feel.* • *Independently choosing active play or movement during the school day.* • *Recognising opportunities that they have to be active outside of school.* • *Beginning to join in with movement breaks or suggest when they need one.*	• *To know that being active doesn't just happen during PE lessons and that they can move and be active at other times, both in and out of school, every day.* • *To know that moving their body every day helps them feel good and keeps them healthy.* • *To know that running, jumping and playing help their body grow strong.* • *To know that feeling tired can make it harder to run, play and have fun.*
Dental health	• *Explaining why it is important to brush their teeth regularly.* • *Demonstrating how to correctly brush teeth using an electric and manual toothbrush*	• *To know that they should brush their teeth twice a day, in the morning and at night.* • *To know that they need to brush every tooth and all of the surfaces.* • *To know that sugary food and drink can damage teeth and should be limited.* • *To know that they need to visit the dentist for check-ups, even if their teeth do not hurt.*
Healthy diet	• *Sorting foods into basic groups (e.g. fruit, vegetables, sugary snacks, drinks).* • *Making simple healthy food choices (e.g. choosing water instead of juice, fruit instead of sweets, etc).*	• *To know that some food and drink are best for everyday and others only sometimes.* • *To know that eating fruit and vegetables helps them stay strong and not get ill.* • *To know that drinking water helps them feel awake and keeps their body working properly.* • *To know that healthy foods help them grow, run, play and learn.* • *To know that enjoying different foods and eating well is part of being healthy.*

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

My healthy self	Year 3/4	
	Skills	Knowledge
Recognising & talking about emotions	• Using more nuanced language to discuss their own and others' emotions and feelings. • Recognising changes in their body that happen with different emotions (e.g. heart racing when scared). • Noticing and describing when others might be feeling strong feelings using body language, voice and actions.	• To know that many different feeling words can be used to identify and describe their emotions. • To recognise and name the following emotions and associated feelings: Happiness (confident, hopeful, proud), Sadness (disappointed), Fear (nervous, embarrassed), Anger (frustrated, jealous, guilty), Disgust (offended), Surprise (curious). • To know that their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others. • To know that feelings can feel stronger or weaker depending on the situation. • To know that emotions and feelings can affect thoughts, decisions and behaviour. • To know that recognising and talking about feelings and emotions early can help us stay in control of our behaviour.
Support with mental wellbeing	• Recognising when they or someone else might be struggling with feelings and knowing that this is common a experience. • Noticing when they might need extra help with their feelings (e.g. around change, loss or bereavement). • Identifying who they would speak to for support about their feelings in different situations and when to do this.	• To know that taking care of their own feelings is part of staying healthy. • To know that many people can struggle with their feelings and some of the signs might be seeming sad, crying, being unusually quiet, getting angry more easily or finding it hard to concentrate. • To know that trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. • To know that seeking help early can make a significant difference for someone struggling with their feelings or mood.
Self-care	• Describing various personal ways they look after their feelings and mood (e.g. resting, playing, talking, spending time with others) and explaining why these can be helpful. • Reflecting on how helping others makes themselves and others feel. • Recognising habits that are conducive to a good night's sleep.	• To know that sleep, hobbies, exercise and time with others can all help them to look after their feelings. • To know some simple ways that they can help others each day. • To know that children of their age should get between 9 –12 hours of sleep every night. • To know that poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily. • To know that everyone feels lonely sometimes and talking about it helps.
Bullying and mental health	• Describing how bullying could negatively affect someone's feelings and how they view themselves. • Reflecting on how people who are bullied might think and feel.	• To know that when someone is bullied repeatedly, they may start to believe the negative things said about them.
Being active	• Identifying different ways they are regularly active during the school day and outside of school. • Recognising when they have been inactive for too long and choosing to move or be active. • Describing how different activities make their body feel (e.g. out of breath, sweaty, energised, tired). • Recognising and explaining some of the benefits of being physically active.	• To know some simple healthy choices they can make to incorporate physical activity into their normal day (e.g. walking or cycling to school, taking the stairs, carrying your own bag). • To know about opportunities in their community to be physically active. • To know that some activities make their heart beat faster, their body warmer and their breathing heavier — and that this means their body is working hard and getting stronger. • To know that physical activity strengthens their heart, lungs, muscles and bones. • To know that being active helps with coordination, balance and energy levels. • To know that sitting still for long periods (e.g. lots of screen time with no breaks) is not good for their bodies and can cause low energy.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Dental health	• Not taught in our RSE/PSHE scheme in this phase because the following statements are covered in the Science National curriculum for Lower key stage 2. • Identifying the different types of teeth in humans and their simple functions. • Finding out what damages teeth and how to look after them.	N/A
Healthy diet	• Planning a healthy lunchbox or snack. • Describing the role of different food groups and what makes for a healthy, balanced diet. • Recognising natural and processed foods and what makes them different.	• To know that a balanced diet includes a variety of food groups. • To know that different food groups do different jobs in the body. • To know that too much sugar, salt, or fat can cause health problems over time and that these are commonly found in processed food. • To know that they should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals they need. • To know that they should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. • To know that nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. • To know that processed foods are foods that have been changed or added to — like turning potatoes into crisps or fruit into fruit-flavoured sweets. • To know that natural or less processed foods usually have more nutrients.

My healthy self	**Year 5/6**	
	Skills	Knowledge
Recognising & talking about emotions	• Communicating how they are feeling and why, in a clear and respectful way. • Describing their thoughts and responses to a situation and considering possible alternative ways to respond. • Reflecting on whether their feelings and behavioural response were appropriate for a particular situation. • Considering how their behavioural response to a situation might be different in different places.	• To know the difference between emotions and feelings and that while emotions happen automatically in their bodies, they can choose how to interpret and respond to them. • To recognise and describe the following emotions and associated feelings: Happiness (content, determined, optimistic). Sadness (pessimistic, grief, excluded). Fear (insecure, anxious, stressed, pressured, overwhelmed). Anger (betrayed). Disgust (no new vocabulary added). Surprise (startled). • To know that it is important to speak openly about emotions and their associated feelings. • To know that it is important to regulate responses to emotions so they do not control feelings and actions. • To know that reflecting on their emotions, feelings and behaviour helps them understand themselves and others better and reframe any negative thoughts and feelings.
Support with mental wellbeing	• Recognising signs that someone might be experiencing mental health problems. • Identifying how different professionals and services can offer support around mental health (e.g. teachers, school counsellors, doctors, helplines, etc).	• To know that mental health affects how people feel, think, behave and cope with life. • To know that just like physical health, everyone has mental health and that it can change over time. • To know that many people experience mental ill health and that support is available. • To know some signs that someone might need support with their mental health (e.g. acting differently, feeling down, withdrawing from others, getting upset easily, losing interest in things they usually enjoy, etc). • To know that different professionals support mental health in different ways, such as listening, giving advice, offering therapy or helping them access other support.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

		• To know that there are free, confidential services they can contact (e.g. Childline) if they are worried, upset or need someone to talk to.
Self-care	• Reflecting on the benefits of positive emotional health and what this entails for them. • Reflecting on which self-care strategies work best for them in different situations and identifying, where possible, why they work. • Identifying ways they can actively help or support others at school or in the community. • Creating an evening routine that is conducive to a good night's sleep.	• To know the importance of making time to prioritise their own emotional health. • To know that spending time outdoors can help people feel calm, focused and more connected to the world around them. • To know that friendships support mental health by helping people feel accepted, understood and less alone. • To know that helping others can improve their own wellbeing by releasing feel-good chemicals in the brain, building connection and giving them a sense of purpose. • To know that sleep and rest support mental wellbeing by helping the brain recover, reducing stress and improving mood and focus. • To know that lack of sleep can reduce energy levels, leading to a more inactive lifestyle and poorer general wellbeing. • To know that some activities and habits can have a negative impact on emotional wellbeing (e.g. excessive screen time, staying inside for long periods, extended inactivity or insufficient time with friends and family.
Bullying and mental health	• Explaining how and why bullying, including online (cyberbullying), can negatively impact mental wellbeing in the short and long term. • Considering how those who are bullied would think and feel and demonstrating empathy towards them.	• To know that people who are bullied may need support to feel better and rebuild their confidence. • To know that bullying is proven to have a negative impact on mental health now and in the future.
Being active	• Reflecting on how active they are each day and planning ways to move more during the week. • Reflecting on how their sleep habits and other lifestyle choices (e.g. hobbies, screen time) might affect their activity levels. • Recognising the difference between light, moderate and vigorous activity and giving examples of each. • Recognising and explaining the benefits of regular physical activity on both mental and physical health.	• To know that people get older, they can stay active in different ways (e.g. walking to work, going to the gym, dancing, gardening) to support health and wellbeing. • To know that being active improves physical health by strengthening the body, improving fitness and helping them stay at a healthy weight. • To know that physical activity helps mental wellbeing by boosting mood and reducing stress. • To know that moderate activity means moving enough to raise your heart rate and feel a bit out of breath (e.g. brisk walking, cycling, playground games). • To know that vigorous activity (e.g. running, swimming, team sports, dancing) makes people breathe harder and sweat more. • To know that children their age should get at least one hour of moderate to vigorous activity every day. • To know that not being active can lead to long-term health problems, including obesity and poor mental wellbeing.
Dental health	• Explaining different ways to keep teeth and gums healthy, including brushing, flossing, eating/drinking less sugar and having regular dental check-ups.	• To know that flossing or using interdental brushes helps remove food and plaque from between the teeth where a toothbrush cannot reach. • To know that most toothpastes in the UK contain fluoride, which helps to protect teeth by strengthening enamel and repairing early signs of tooth decay. • To know that visiting the dentist every six months helps spot problems early before they become serious or painful. • To know some of the problems that can arise from poor dental health (e.g. tooth decay, fillings, extractions or bad breath). • To know that having sugary snacks or drinks between meals increases the risk of tooth decay.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Healthy diet	• Evaluating food choices and what can influence these. • Reading basic traffic light food labels to compare sugar, salt or fat content. • Explaining some of the risks of an unhealthy diet (e.g. obesity, tooth decay, low mood, tiredness). • Beginning to question how healthy and nutritious some food really is by looking at ingredients or labels, not just packaging or advertising. • Explaining what a healthy relationship with food entails, e.g. balance, variety and enjoyment without guilt.	• To know that sugary or fatty foods can be part of a healthy diet if eaten in moderation, alongside plenty of nutritious foods. • To know that eating well supports both physical and mental health, including energy levels, mood and concentration. • To know that poor nutrition can lead to tiredness, illness, low mood or long-term health problems. • To know that nutritional labels show calories, fat, sugar and salt, which help people make informed choices. • To know that calories are a measure of energy in food. • To know that feeling tired can lead to unhealthy eating, such as choosing more sugary or high-fat foods for energy. • To know that obesity means carrying too much body fat, which can lead to health problems such as tiredness, joint pain and risk of illness. • To know that others may try to influence their food choices (e.g. through packaging, advertising or online messaging) but they should try to make informed choices based on what their bodies need.

Connecting with others	**Year 1/2**	
	Skills	Knowledge
The role of family	• *Talking about how families are special.* • *Identifying different ways family members help each other.* • *Recognising when someone in a family might need support.* • *Exploring why spending time with family is important to them.*	• *To know how some families show love and care to each other (e.g. giving hugs, saying kind words, spending time together or caring for each other when they are ill).* • *To know that spending time with family is important because it helps people build strong relationships and feel loved and supported.* • *To know that all families have arguments sometimes.*
Diversity in family structures	• *Describing who is in their family, including the people they live with.* • *Discussing how families are all unique and giving some examples from their own wider family group.*	• *To know that families can include different members (e.g. siblings, single/multiple parents, same-sex parents, adoptive, LAC, step-parents).* • *To know that family members might live together or apart but still care for each other.* • *To know basic terms related to family relationships, such as mum, dad, brother, sister, grandparents, aunt, uncle, cousin, step-parent, or carer.*
Family support	• *Identifying some appropriate and inappropriate responses to common family disagreements.*	• *To know home should feel like a 'safe space' and if it does not, they should speak to a trusted adult at school.*
Healthy friendships	• *Discussing what makes a good friend (e.g. kind, sharing).* • *Discussing why friendships are important to them.* • *Identifying and reflecting on simple ways they can make friends with others.*	• *To know that friends are people who like to spend time together and who are kind and helpful to one another.* • *To know that having friends can help you feel happy and stop you feeling lonely.* • *To know that loneliness means feeling alone, not just being alone.* • *To know that friends will not always agree on everything.*

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Friendship challenges	• *Beginning to express disagreement calmly (e.g. "I don't agree" or "Can I have a turn too?").* • *Solving some minor disagreements with peers, using compromise, turn taking or asking for help from an adult.* • *Recognising and admitting when they or others have behaved in a way that was unkind.*	• *To know that it is okay to feel upset but it is not okay to act in unkind ways or to hurt others.* • *To know that sometimes they may need to pause and think before reacting.* • *To know that saying sorry can help make things better when something goes wrong.*
Respecting each other	• *Using simple, polite phrases in everyday situations.* • *Showing respectful behaviour towards others by listening, sharing and taking turns.* • *Practising using quiet voices and calm bodies in shared spaces (e.g. classroom, library, hall).*	• *To know that being polite is a way of treating others with kindness.* • *To know that they share spaces with other people and need to be kind and consider the other people around them.* • *To know that everyone has different likes, dislikes and feelings.* • *To understand that something they enjoy might not be enjoyable for someone else.*
Understanding boundaries	• *Asking permission before touching or using someone else's belongings.* • *Expressing their own boundaries using simple language (e.g. "I don't like that").* • *Respecting when others say no or need space.*	• *To know that they can talk to a trusted adult if someone crosses a boundary.* • *To know that everyone has the right to say no, even to people they know.*
Respectful conflict	• *Expressing basic feelings (e.g. "I feel sad") and needs politely (e.g. "Please stop").* • *Using polite words to ask for help or solve small problems.* • *Beginning to use calming strategies with adult support.*	• *To know that everyone has feelings and kind words can help solve problems.* • *To know that they might feel cross, upset or disappointed when things do not go their way.* • *To know that they can say what they want, need or do not like in a kind way.*
Self-respect and self-esteem	• *Talking about things they are good at and enjoy.* • *Recognise and naming their own feelings and achievements.* • *Beginning to set simple personal goals, e.g. "I want to learn to tie my shoelaces".* • *Practising positive self-talk with adult support, e.g. "I can do it if I keep trying".*	• *To know that everyone is unique and important.* • *To know that everyone has different strengths or things they are good at.* • *To know that they can feel proud of themselves for trying their best.*
Valuing diversity	• *Identifying and discussing people's similarities and differences (e.g. family, culture, traditions, physically, personality and beliefs).* • *Recognising unkind behaviour and considering how it may affect someone's feelings or sense of belonging.*	• *To know that people in a community can be different from each other and this makes the community interesting and special.* • *To know that it is unfair to treat someone differently just because they are different from you.* • *To know that it is important to treat everyone with kindness and respect.* • *To know that differences between people are something to celebrate.*
Bullying	• *Recognising bullying behaviour in simple scenarios, including online.* • *Talking about how someone might feel when someone else is repeatedly unkind to them.*	• *To know that bullying is when someone is hurtful or unkind to someone else, on purpose and more than once ('Several Times On Purpose').* • *To know that they should tell a trusted adult if they or someone they know are being bullied ('Start Telling Other People').*
Relationship support (repeated in Staying Safe)	• *Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* • *Naming some trusted adults at home and school.*	• *To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.* • *To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.*

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Connecting with others	Year 3/4	
	Skills	Knowledge
The role of family	• Describing different ways families can spend time together. • Describing ways family members can support each other (listening, helping around the home, looking after when ill, etc). • Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).	• To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). • To know that every family faces challenges. • To know that families should make them feel loved, safe and supported.
Diversity in family structures	• Recognising different family members and family set-ups in their own and others' families.	• To know that different families might show love in different ways and spend time together in different ways. • To know that even though families may look very different, they usually have love and care for each other at the core of them. • To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness.
Family support	• Identifying some of the challenges that families might face.	• To know that every family faces challenges at some point and that there is always help available to children if they need it. • To know that families should make them feel loved, safe and supported. • To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems.
Healthy friendships	• Identifying characteristics they look for in a friend and why. • Considering practical ways they can be a good friend to others. • Beginning to recognise unhealthy or unhappy friendships.	• To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. • To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. • To know that most friendships have ups and downs. • To know that many people experience feelings of loneliness at times. • To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend.
Friendship challenges	• Using respectful language when disagreeing or solving problems with others. • Taking ownership for their actions and explaining how they have acted impulsively or unkindly. • Analysing situations and discussing appropriate and inappropriate responses. • Handling minor disagreements independently and fairly, using learned techniques like negotiation and compromise.	• To know that apologising and discussing feelings can help solve problems and maintain good relationships. • To know that respectful disagreement is a normal part of healthy relationships. • To know that compromise and fairness are vital to any friendship.
Respecting each other	• Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. • Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. • Identifying respectful and disrespectful behaviours in a range of scenarios. • Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music).	• To know that respect means treating others as you would like to be treated: with kindness and fairness. • To know that everyone has the right to be treated with respect. • To know that good manners are a way of showing respect to other people. • To know that different people may have different needs and preferences in the same space.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

	• Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).	
Understanding boundaries	• Communicating personal boundaries clearly (e.g. "I'm not comfortable with • that"). • Listening and responding respectfully when someone makes a request or expresses a boundary. • Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult).	• To know that respecting boundaries helps keep relationships safe and healthy. • To know that physical, emotional and digital boundaries are all important. • To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable.
Respectful conflict	• Practising saying no or expressing disagreement respectfully. • Communicating simple boundaries clearly (e.g. "I don't want to play that game"). • Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).	• To know that being assertive means speaking up calmly and politely without being unkind. • To know that being kind does not mean always agreeing or giving in. • To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. • To know that disappointment and frustration are normal feelings and will pass.
Self-respect and self-esteem	• Identifying their own characteristics, strengths, skills and interests. • Reflecting on personal achievements and progress. • Setting and working towards personal goals with more independence. • Beginning to challenge negative self-talk and compare themselves less to others.	• To know that self-respect means valuing yourself and treating yourself with kindness. • To know that trying new things, learning from mistakes and achieving goals can build confidence. • To know that others may have different strengths and interests.
Valuing diversity	• Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). • Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.	• To know that diversity means people have different backgrounds, cultures, religions and beliefs. • To know that a stereotype is an unfair assumption about a group of people, without considering them as individuals. • To know that people should be treated as an individual and with respect.
Bullying	• Identifying examples of different types of bullying in various contexts, including online. • Explaining how bullying can affect someone's feelings and mental wellbeing, and developing empathy towards those who are targeted. • Rehearsing what to do or say when they see bullying happening.	• To know there are different types of bullying including physical, verbal and online (cyberbullying). • To know that there may be times when they see or become aware of bullying happening to others, either in person or online. • To know that bullying may target someone's appearance, beliefs or abilities. • To know who they should tell about bullying, whether it is happening to them or others.
Relationship support (repeated in Staying Safe)	• Practising how they would ask for help and say 'no' in certain situations. • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).	• To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Connecting with others	Year 5/6	
	Skills	Knowledge
The role of family	• Discussing how the time spent with family may change as they get older and how these relationships might evolve. • Reflecting on how they support their families, how their families support them and why this is important to their family. • Exploring different ways parents or carers might protect and show care for their children. • Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect).	• To know that 'commitment' means promising to be with someone through good and bad times. • To know that marriage and civil partnerships are a legal commitment between two people based on love and care. • To know that parents/carers are there to guide children and protect them and this might mean them setting boundaries or rules. • To know that families should support and protect the physical and mental health of all members and provide love and security to children.
Diversity in family structures	• Analysing how different contexts can influence family roles and relationships. • Recognising and respecting different types of families.	• To know that family functions (e.g. support and caregiving) may be shared differently in different families. • To know that the central function of any family is to provide stability and safety to its members, especially children.
Family support	• Recognising when a family relationship seems unsafe or unhealthy.	• To know they can speak to someone at school or Childline if a family relationship is making them feel unsafe. • To know that families should support and protect the physical safety and mental health of all members.
Healthy friendships	• Considering the importance of friendships and the different ways friendships can enhance our lives. • Suggesting ways people can make new friends throughout their lives. • Recognising that friendships will change and evolve over time. • Describing some signs of unhealthy or unhappy friendships.	• To know that close friendships are important for people's happiness and mental health. • To know that signs of unhealthy friendships might be: One-sidedness. Frequent criticism. Controlling behaviours. Constant conflict. Unreliable or untrustworthy actions. • To know that how people deal with fallouts and disagreements can affect how strong their friendships become. • To know that people who pressure, lie, or break promises may not be trustworthy. • To know that it is ok to end a friendship if it is unhealthy or makes them unhappy.
Friendship challenges	• Resolving conflict using calm, assertive communication (e.g. "I feel... when you…" statements). • Self-identifying when they need to adjust their behaviour. • Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. • Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future.	• To know that some techniques can actually work to calm our body's natural emotional response (e.g. slowing breathing, grounding techniques). • To know that it is important to regulate our responses to emotions so they do not control our feelings and actions. • To know that if conflict exists, using violence or aggression is not acceptable and will make things worse.
Respecting each other	• Using courtesy and manners in a variety of situations, such as: Being late. Forgetting something. Admitting a mistake. Challenging something respectfully. In a new or unfamiliar environment. • Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). • Practising adapting communication to show respect in formal and informal situations, with both peers and adults.	• To know that respect can also mean recognising someone's role or responsibility, e.g. showing respect to teachers, leaders or people in public service. • To know that people should try to balance their own needs and wants with the needs and rights of those around them to be respectful. • To know that people have a responsibility to each other to behave appropriately and fairly.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

	• Recognising situations where their personal preferences may conflict with others' needs and to respond appropriately (e.g. not playing music aloud on transport, being aware of body space).	
Understanding boundaries	• Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). • Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe.	• To know that healthy relationships involve mutual trust, respect and consent. • To know that it is okay to say no, to change a decision, or to change a boundary, even if permission was previously given. • To know that crossing someone's boundary, even as a joke, can harm trust and damage relationships. • To know that they should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe.
Respectful conflict	• Recognising when to stand up for themselves and when to compromise. • Discussing real-life examples of balancing their own needs with others. • Practising discussing disagreements without blaming others or over-reacting.	• To know how to express needs and boundaries respectfully and confidently. • To know the difference between being assertive, passive, aggressive and controlling (coercive). • To know that they can be kind and respectful to others without ignoring their own needs
Self-respect and self-esteem	• Recognising and celebrating their own identity and what makes them unique. • Reflecting on personal values and how these should influence their behaviour and choices. • Setting personal goals and planning how to work towards them. • Practising self-care strategies that support emotional wellbeing.	• To know that behaving in a way that aligns with our values contributes to self-respect. • To know that self-respect supports good mental health and happiness and aids personal growth • To know that identity includes values, beliefs, likes, dislikes and cultural background. • To know that developing interests and achieving goals helps build self-esteem.
Valuing diversity	• Noticing where stereotypes might appear such as in books, games, adverts or everyday language. • Considering how people are shown respect or disrespect in real-life situations, such as in the news or sport. • Practising ways to safely speak out against unfairness or exclusion, using respectful language.	• To know that discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. • To know that stereotypes can be harmful because they limit what people believe they can do or become.
Bullying	• Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. • Demonstrating safe and effective ways to respond to bullying, both in person and online.	• To know that a bystander is someone who sees or knows that bullying is happening but does not take part or take action. • To know that an upstander is someone who witnesses bullying and chooses to take safe and appropriate action. • To know that bullying can seriously affect the mental health of those involved and can have a long-term impact. • To know how to get help from trusted adults, school procedures or external support services (e.g. Childline)
Relationship support (repeated in Staying Safe)	• Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).	• To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

The online world	Year 1/2	
	Skills	Knowledge
Being online	• *Recognising some occasions when they are online in their everyday life.*	• *To know that using a digital device (e.g. TV, tablet, mobile phone, games console, smart speaker) often involves being online.*
Online relationships	• *Identifying activities that can be done online with others and those that are done in person.* • *Recognising that polite behaviour in person is the same as polite behaviour online. [Conduct]*	• *To know that polite online behaviour includes listening, taking turns, considering others and using kind words – just as it does in person. [Conduct]*
Risks and harms	• *Recognising that screen time can distract people from doing something important.*	• *To know that too much screen time can interfere with other healthy habits.* • *To know that people choose what they share online and that not everything shared online is real or true. [Content]* • *To know that some online is not intended or suitable for children. [Content]*
Responsible and safe use	• *Asking a trusted adult to check something unfamiliar that appears online (e.g adverts or cookies pop-ups). [Content, Commerce]* • *Checking with a trusted adult before they use new apps or websites.* • *Beginning to identify when someone has shared too much information about themselves online. [Conduct]*	• *To know that information shared online might be seen by a lot of people. [Conduct]* • *To know it is unsafe to share some information online. [Conduct]* • *To know that people can search online for information or answers to questions.* • *To know that no-one should share photos or videos of someone else online without permission. [Conduct]*
Reporting online	• *Recognising when something online makes them feel scared, worried, uncomfortable or unsafe. [Content, Contact, Conduct, Commerce]*	• *To know who trusted adults are and how to report concerns about online content or behaviour. [Content, Contact, Conduct]*

The online world	Year 3/4	
	Skills	Knowledge
Being online	• Identifying what the internet can be used for.	• To recognise that many everyday activities involve being online, even when it is not obvious.
Online relationships	• Identifying the benefits and challenges of online and in-person communication. • Communicating respectfully and appropriately in an online environment. • Recognising that disrespectful online communication can have a negative impact on others.	• To know that the same respectful behaviours apply online as in person. • To know that online communication can make misunderstandings more likely.
Risks and harms	• Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. • Identifying some types of online bullying behaviour.	• To know they should only communicate online with others they know, not with people they do not know. • To know that bullying can happen online. • To know that some information online may be inaccurate or misleading.
Responsible and safe use	• Choosing whether to accept a friend request in an online game. • Recognising that some online features are not suitable for all ages. • Questioning whether online information, including from search engines, is accurate. • Comparing information from several online sources to help decide which is most reliable.	• To know that once something is shared online, even privately, they no longer have control over who sees it. • To know that even when they are speaking to friends online, they should not share private information. • To know that some apps and websites have age restrictions which are there to keep children safe.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Reporting online	• Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	• To know how to take a screenshot or screen-grab to save online information as evidence.

The online world	**Year 5/6**	
	Skills	Knowledge
Being online	• Recognising that online experiences can have both positive and negative effects.	• To know that specific online activities are designed for different purposes (e.g communication, entertainment or learning).
Online relationships	• Identifying the benefits of in-person relationships on their wellbeing. • Recognising the effect of online interactions on personal wellbeing.	• To know that in-person interactions can offer advantages that online interactions may not have.
Risks and harms	• Recognising that changes in mood or self-esteem may be linked to time spent online. • Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour. • Recognising a wide range of bullying and harassment behaviours online and their impact.	• To know that influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. • To know that online content is often edited and carefully chosen. • To know that personal data includes information about a person, including their online behaviour and interests. • To know that apps, websites and games can collect personal data, including location information.
Responsible and safe use	• Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested. • Recognising that some apps and websites have age restrictions because of their content or features. • Evaluating information they see online, including the difference between fact and opinion.	• To know that there are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting).
Reporting online	• Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).	• To know how to report concerns on different online platforms. • To know that reporting online concerns to a trusted adult is always important.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Citizenship	Year 1/2	
	Skills	Knowledge
Developing confidence & responsibility and making the most of their abilities	• *Giving reasons for their opinions.* • *Describing some different jobs.*	• *To know it is important to listen carefully to others' ideas.*
Preparing to play an active role as citizens	• *Explaining why babies and young children need help from adults to meet their needs.* • *Explaining why voting is a fair way to decide something that affects many people.* • *Identifying some groups they belong to.* • *Describing some of the ways they and others help the school and local environment.* • *Explaining why rules are important.* • *Sharing their opinion and trying to persuade others.*	• *To know that babies and young children need help to eat, sleep, get dressed and stay clean.* • *To know that different pets need looking after in different ways.* • *To know that voting allows everyone to have a say, even though some people may not get the outcome they want.* • *To know that different coins and notes are worth different amounts.* • *To know that everybody has a responsibility to care for the school and local environment.* • *To know that many people earn money by having a job but income can also come from other sources.*

Citizenship	Year 3/4	
	Skills	Knowledge
Developing confidence & responsibility and making the most of their abilities	• Recognising a wider range of jobs available. • Identifying their personal strengths and skills and considering how these relate to jobs. • Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. • Explaining the pros and cons of changing careers.	• To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. • To know that stereotypes can restrict people's sense of what they can do or become. • To know that getting value for money involves considering the cost, usefulness and quality of items. • To know that budgeting involves planning how to spend and save available money.
Preparing to play an active role as citizens	• Identifying things that can and cannot be recycled. • Explaining how reducing, reusing and recycling resources can help the environment. • Describing the local council's role in looking after the local area. • Recognising the ways in which people's rights can support and protect them.	• To know that rights are basic freedoms that belong to every person in the world. • To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. • To know that reducing waste is better than reusing and reusing is better than recycling. • To know that different people (e.g. adults, police, politicians) work to protect people's rights. • To know that responsibilities are things people need to do to look after themselves, other people and places. • To know that the local council is responsible for deciding how money is best spent in the local community.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Citizenship	Year 5/6	
	Skills	Knowledge
Developing confidence & responsibility and making the most of their abilities	• Describing the issues they care about. • Classifying spending decisions as needs or wants. • Explaining how to safeguard their money online and offline. • Explaining the risks of gambling. • Recognising common stereotypes related to different jobs.	• To understand that borrowing money may require paying more than the original amount due to interest. • To understand that gambling involves risking money with a significant chance of losing it.
Preparing to play an active role as citizens	• Explaining what happens when someone breaks the law. • Explaining why prejudice and discrimination are wrong and the effect they can have on people and the community. • Recognising that the rights and responsibilities of different groups may not always align. • Explaining how some people have contributed to their community and beyond. • Role-playing a local council surgery. • Explaining how they can influence what happens in Parliament.	• To know that prejudice is making unfair assumptions about someone based on certain information. • To know that discrimination is treating someone differently or unfairly because of certain characteristics, such as age, gender or religion. • To know that there are laws to protect people's rights and ensure they are treated fairly and kept safe. • To know that there are consequences if laws are broken. • To know that setting up community groups is one way people can contribute to their community. • To know that pressure groups work together to try to persuade the Government or public to listen to their ideas and make changes. • To know that local councillors speak with residents to help decide how money should be spent in the best interests of the community. • To know that elections allow people to vote for a Member of Parliament to represent them in Parliament. • To know that people pay taxes to fund Government and local spending.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Changing bodies	Year 1/2	
	Skills	Knowledge
Changing bodies	• *Identifying simple physical changes in themselves and others (e.g. growing taller, losing teeth) and discussing how they are growing and changing.* • *Describing things they can do now which they could not do as a baby or toddler (e.g. feeding themselves, dressing themselves, etc).* • *Expressing personal boundaries using simple language (e.g. "Don't touch me there").*	• *To know that bodies have similarities and differences (e.g. height, hair colour, skin colour, or other physical features) and this makes each person unique.* • *To know that bodies are different and unique and that it is not kind or respectful to comment on someone else's body.* • *To know that humans grow and change as they get older, from babies to children to teenagers to adults.* • *To know that growing up means becoming more independent in looking after ourselves.* • *To understand that their body is special and belongs to them.* • *To know that some parts of the body are private and that they should always respect their own and others' privacy.* • *To know the correct names for private body parts (e.g. penis, vulva, vagina, testicles, scrotum and nipples).* • *To know that they should always talk to a trusted adult if someone says or does something they are not comfortable with.* • *To know that physical changes to the body are a normal part of growing up and becoming an adult.*

Changing bodies	Year 3/4	
	Skills	Knowledge
Changing bodies	• Describing some physical changes in adolescence and beginning to be aware of the changes puberty brings. • Describing some emotional changes that happen during adolescence. • Communicating personal boundaries clearly (e.g. "I'm not comfortable with that").	• To know that unkind or negative comments about someone's body can affect how they feel about themselves and that it is important to treat all bodies with respect. • To know that their bodies will change as they grow into adults and these changes happen at different times and rates for everyone, which is completely normal. • To know that as their bodies change during puberty, their emotions and feelings may also change and that this can sometimes feel difficult to manage (e.g. experiencing mood swings). • To know that one of the physical changes that happens to female bodies when they go through puberty is starting their period (menstrual cycle). • To know that during a period a small amount of blood leaves the body from the vagina each month. • To know that periods can start unexpectedly and that there are ways to manage them, such as wearing pad or period pants and asking a trusted adult for help. • To know that some people experience discomfort or pain during their period and that this is common. • To know the correct names for the external parts of the body that may change in adolescence (e.g. breasts, armpits, Adam's apple, pubic hair). • To know that they should talk to a trusted adults if they have any worries or concerns, including around body changes and growing up.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Changing bodies	Year 5/6	
	Skills	Knowledge
Changing bodies	• Describing in greater detail the physical changes that occur during puberty, including those specific to boys and girls in adolescence. • Describing in greater detail the emotional changes that occur during adolescence as a result of puberty (e.g. developing attraction and experiencing changing moods or feelings). • Describing the stages of the menstrual cycle. • Challenging behaviour that crosses personal boundaries, while staying respectful and safe.	• To know that everyone's body changes during puberty in different ways and at different times and that making comments about these changes can be unkind and harmful. • To know the correct scientific names for the external and internal reproductive organs (e.g. uterus, fallopian tubes, ovaries, testicles). • To know that the stage in which an individual changes from a child to an adult is called 'puberty' and this happens over a period of time as more hormones are released into the body. • To know that puberty is the process of preparing the male and female body for reproduction, as part of the human life cycle. • To know that many people find the changes during puberty difficult to deal with and should be supported and treated with kindness. • To know that good personal hygiene is important during puberty and into adulthood to stay clean, healthy and comfortable. • To know how to manage hygiene during a period, including how often to change sanitary products, how to dispose of them safely and how to keep the body clean and comfortable. • To know they can seek support from a trusted adult when they have questions or concerns about their changing body, relationships or growing up. • To know some simple ways people can manage period pain (e.g. rest, heat, gentle movement or asking a trusted adult for help). • To know that wet dreams and erections are natural physical changes that happen to most boys during puberty. • To know that a wet dream occurs when a small amount of fluid, called semen, is released from the penis, usually during sleep. • To know that an erection is when the penis becomes firmer or harder, that this is temporary and that it usually goes away on its own.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Health protection	Year 1/2	
	Skills	Knowledge
Preventing illness	• *Practising how to wash their hands properly using soap and water.* • *Recognising when they need to wash their hands (e.g. after using the toilet, before eating, after sneezing).*	• *To know that germs can live on hands and surfaces even when they cannot be seen.* • *To know that washing hands with soap and water helps remove germs that can make people ill.* • *To know that people should cover their mouths when they cough or sneeze and put tissues in the bin.* • *To know that people have check-ups with doctors, nurses and dentists to help them stay healthy.* • *To know that sometimes people have injections or nasal sprays (vaccines) to help stop them getting poorly.* • *To know that some people need to use medicine often, such as inhalers, to help keep them well.*
Dealing with common injuries	• *Recognising the difference between a small injury (e.g. a graze) and something more serious (e.g. a break or head bump).*	• *To know that head bumps should always be told to an adult.* • *To know that first aid is the immediate help given to someone who is hurt or unwell.* • *To know that ice packs can help bruises or bumps.* • *To know that it is important for broken skin to be cleaned to ensure germs cannot enter the body.* • *To know that their role is to get help from a trusted adult, not to try to fix the injury themselves.*
Sun safety	• *Choosing appropriate clothing and preparation for different weather conditions (e.g. a hat, sunglasses and sunscreen when hot).*	• *To know that wearing a hat and covering skin can help keep them safe in the sun.* • *To know that they should drink water when it is hot to stay well.*
Support with physical health	• *Telling an adult when they feel unwell, tired, or hurt.* • *Beginning to describe common signs of illness (e.g. "My tummy hurts", "I feel dizzy").*	• *To know that they should tell a trusted adult if something hurts or feels wrong in their body.* • *To know some common signs of illness, e.g. a tummy ache, feeling hot or cold, coughing or sneezing.* • *To know that medicines, when used properly, can help people feel better.*
Calling the emergency services	• *Identifying some emergency situations.*	• *To know that 999 is the number to dial in an emergency.*

Health protection	Year 3/4	
	Skills	Knowledge
Preventing illness	• Preventing illness • Explaining how germs and infection can spread from person to person. • Explaining how personal hygiene routines and behaviours reduce the risk of spreading illness. • Beginning to explore how decisions about health (like vaccination) are based on evidence and advice from medical professionals.	• To know that germs can spread through touch, coughs, sneezes and shared objects. • To know that handwashing, cleaning surfaces and covering coughs and sneezes help stop germs from spreading. • To know that vaccines help the body build protection (immunity) against certain diseases without getting the illness first. • To know that vaccines teach the body how to fight off germs. • To know that vaccines have helped reduce or stop the spread of some serious diseases. • To know that viruses and bacteria are both types of germs that can cause illness.
Dealing with common injuries	• Recognising whether an injury needs a short rest, help from an adult, help from a first aider or the emergency services.	• To know that if someone cannot breathe it is a medical emergency. • To know that if someone is losing a lot of blood it is a medical emergency. • To know that if someone is unable to respond to you it may be a medical emergency. • To know that pressure can help stop bleeding.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

		• To know that back slaps can help dislodge an object that is causing someone to choke. • To know that cold water can help with minor burns. • To know that someone having an asthma attack or allergic reaction may struggle to breathe and they will need emergency help.
Sun safety	• Applying sunscreen with supervision. • Describing ways they can protect themselves in the sun (e.g. slip, slop, slap).	• To know that sun exposure can lead to skin damage, such as sunburn, and can cause illness later in life, such as skin cancer. • To know that sunscreen should go on all uncovered skin on sunny days, even in the UK. • To know that sunscreen needs reapplying every two hours or after swimming. • To know that sunscreen comes in different sun protection factors (SPFs) and that a higher SPF offers more protection against the sun. • To know that they should aim to stay out of the sun in the hottest part of the day.
Support with physical health	• Describing physical health concerns clearly to an adult. • Deciding when a health concern needs adult help (e.g. pain that will not go away, feeling dizzy or sick, visible injury) and when they can try a simple solution first (e.g. having a drink, resting, stretching). • Beginning to judge when a physical concern may need help from a health professional.	• To know that giving clear information (like where it hurts, what it feels like and when it started) helps adults understand how to help. • To know that not all physical discomfort needs an adult straight away and that some small problems (e.g. feeling tired, being a bit chilly, needing the toilet) can be managed themselves. • To know that some unexplained changes to the body can be a sign of illness, e.g. rashes, persistent coughing, a high temperature, weight loss, tiredness. • To know that there are different types of medicines: some relieve symptoms (such as pain), some help people recover from illness and some prevent illness from developing. • To know that getting help early can prevent a health issue from becoming worse. • To know that antibiotics can treat some illnesses caused by bacteria but do not work against viruses.
Calling the emergency services	• Role-playing making a 999 call. • Recognising what makes a call to 999 clear and efficient. • Recognising which emergency service is needed in different scenarios. • Identifying different ways of getting help in an emergency, including phoning 999.	• To know that an operator will ask which emergency service is needed, what happened and where. • To know how to dial 999 on a locked mobile phone.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Staying safe	Year 1/2	
	Skills	Knowledge
Recognising unsafe personal situations	• *Identifying when touch is safe (e.g. a hug from a parent) and when it is not (e.g. someone touching private parts or not stopping when asked).* • *Discussing what types of touch they do and do not like from friends and family members.*	• *To understand that their body is special and it belongs to them.* • *To know the correct names for private body parts, including the penis, testicles, vulva and vagina.* • *To know that underwear covers the parts of their body that are private and no one has the right to see or touch them without their permission.* • *To know that a stranger is anybody that they do not know.* • *To know that their body can give warning signs when something does not feel right or feels unsafe (e.g. heart beating faster, tummy feeling funny, feeling frozen or shaky, wanting to cry).*
Relationship support (repeated in Connecting with others)	• *Using roleplay to ask for help with clear, simple phrases, such as "I need help" or "something's wrong".* • *Naming some trusted adults at home and school.*	• *To know that it is never their fault if someone does something that makes them feel uncomfortable or unsafe, whoever this is.* • *To know that they should always seek help if: Someone is unkind, hurts them or someone else, including online. They feel scared, worried or confused, including online. Someone asks them to keep a secret that makes them uncomfortable, including online.*
Road and rail safety	• *Identifying safe places to walk on the pavement.* • *Explaining how to safely cross a road with an adult and identifying other simple actions they can take to stay safe near and on roads.*	• *To know the 'Stop, Look and Listen' rule for crossing a road.* • *To know that a helmet should be worn when biking or scooting.* • *To know some basic risks around roads (e.g. crossing without looking, running out into the road, or not being seen by drivers).*
Water safety	• *Identifying different types of water environments (e.g. the sea, a swimming pool, lake or river) and understanding there is a danger of drowning.*	• *To know that they should never go near or enter the water without an adult supervising.* • *To know that if they fall into water or become tired when swimming, they should try and stay calm, float on their back and shout for help.*
Hazards at home and away	• *Recognising when something may be dangerous in the home.* • *Naming some items that they should not touch at home without an adult present (e.g. tools, sharp knives, laundry pods, matches, a kettle, an oven) and explaining why.* • *Following simple safety rules in different settings.*	• *To know that some things in the home can be harmful.*
Calling the emergency services (developed further in Health protection)	• *Identifying some emergency situations.*	• *To know that 999 is the number to dial in an emergency.* • *To know the emergency services are the police, fire and ambulance services.*
Drugs, alcohol, tobacco and vaping	• *Naming things that are safe or unsafe to put in or on the body (e.g. food vs cleaning products).*	• *To know that some things people put in or on their bodies can help them (e.g. medicine) and some can be harmful.* • *To know that they should never touch or taste something if they do not know what it is.* • *To know that household cleaning products can contain chemicals that are harmful to the body and should not be touched without an adult's permission.* • *To know that if things are not used as intended, they can become harmful, especially to children (e.g. someone else's medicine, cleaning products, etc).*

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Staying safe	Year 3/4	
	Skills	Knowledge
Recognising unsafe personal situations	• Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). • Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). • Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play.	• To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. • To know the correct terms for private body parts, including the scrotum and nipples. • To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). • To know that feeling and being unsafe can happen even with someone they know. • To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. • To know that they should not share personal information with people they do not know and trust, including online.
Relationship support (repeated in Connecting with others)	• Practising how they would ask for help and say 'no' in certain situations. • Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).	• To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. • To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online.
Road and rail safety	• Explaining how to safely cross roads using a variety of crossing types. • Identifying various risks on roads and ways to make them safer. •	• To know some common road-crossing types. • To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways).
Water safety	• Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). • Explaining some water safety signs and their meaning.	• To know that swimming in open water is usually more dangerous than swimming in a swimming pool. • To know that if someone else is in trouble in the water they should throw in something that floats.
Hazards at home and away	• Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. • Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean.	• To know that thinking ahead and considering potential risks can help prevent accidents. • To know that fire can spread quickly and should never be played with. • To know that appliances and household products should only be used for the purpose they are designed for.
Calling the emergency services (developed further in Health protection)	• Identifying different ways of getting help in an emergency, including phoning 999.	• To know that an operator will ask which emergency service is needed, what happened and where.
Drugs, alcohol, tobacco and vaping	• Recognising when a substance is meant to help (e.g. medicine) and when it could harm the body (e.g. cigarettes/vapes, cleaning products, alcohol).	• To know that alcohol and smoking/ vaping are legal for adults but illegal for children. • To know that alcohol and smoking/vaping both have harmful effects on the body. • To know that medicines should only be used as directed by a trusted adult or health professional or they can be harmful.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

Staying safe	Year 5/6	
	Skills	Knowledge
Recognising unsafe personal situations	• Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. • Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. • Practising how to ask for, give or refuse permission or consent in a range of situations.	• To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. • To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. • To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. • To know that not everyone online is who they say they are. • To know that the absence of permission or consent means that a situation is likely to be unsafe.
Relationship support (repeated in Connecting with others)	• Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). • Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. • Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).	• To know that they should always seek help if: They experience or witness violence, threats or harm, either in person or online. Someone tries to hurt them or others physically or emotionally, including online. Someone touches them or talks to them in an unsafe or inappropriate way, including online. They feel unsafe but are not sure why, or are unsure who to trust, including online. They are worried about someone else being hurt or treated badly, including online.
Road and rail safety	• Identifying safe places to cross a road and describing different strategies to cross safely. • Explaining how to safely cross a railway line, at identified crossing points. • Identifying various risks on railways and ways to make them safer.	• To know some common safety issues when crossing the road or around railways. • To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. • To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway.
Water safety	• Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks.	• To know what beach safety flags tell us about the conditions. • To know the water safety code (Stop and think, Stay together, call 999, float).
Hazards at home and away	• Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. • Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). • Assessing whether a situation is hazardous and explaining why. • Considering how to respond to hazards in a range of situations, including those involving peers.	• To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. • To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). • To know that some environments carry higher risk and require greater caution.
Calling the emergency services (developed further in Health protection)	• Identify situations where calling 999 is appropriate vs not. • Recognising other ways of getting help when it is needed, but is not an emergency. • Explaining why filming an incident is not usually the right course of action in an emergency.	• To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue. • To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.
Drugs, alcohol, tobacco and vaping	• Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco).	• To know that drugs are substances that change how the body or mind works. • To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor.

DOGSTHORPE ACADEMY – Progression & sequencing within RSE & PSHE

	• Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). • Explaining the risks and consequences of using harmful substances and practising how to say 'no'.	• To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. • To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. • To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Sex education	**Year 6 only**	
	Skills	Knowledge
Sex education	• Using correct scientific vocabulary to confidently and respectfully name and describe the functions of the male and female external reproductive organs. • Describing, in simple terms, how a baby is conceived and born (e.g. that sexual intercourse is the way humans reproduce). • Asking questions about growing up, relationships, conception and birth in a respectful and appropriate way.	• To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex). • To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older. • To know that pregnancy begins when a fertilised egg grows in the uterus. • To know that a baby develops in the uterus for approximately nine months. • To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section. • To know that there are different ways people can become parents, including through IVF and adoption. • To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.