



RSHE Non-negotiables EYFS

My Feelings

Identify a range of feelings and how these are expressed
Using words to describe feelings
Using simple strategies to manage feelings

My Body

Importance of basic personal hygiene
Understanding how to maintain basic personal hygiene

My relationships

Understanding there are similarities and differences between everyone and can celebrate this

My beliefs

Recognising what they like and dislike
Feeling empowered to make real, informed choices

My rights and responsibilities

Understand the concept of privacy
Know that everyone has the right to keep things private
Know that another person has the right to privacy

Asking for help

Identify the special people in their lives and what makes them special
Knowing how special people care for one another

Growing and changing 25-30

Identify own physical growth and change
Extend vocab of human body
Recognise community roles and interdependence of people

Keeping myself safe 63-73

Understand they need to keep their feelings safe as well as their bodies
Difference between real, imaginary and pretend
Keeping safe in a range of situations
Difference between 'fun' secrets and threatening secrets

Medicines and drugs 38-43

Awareness of what goes into bodies and their own role in this
Understanding all medicines are drugs but not vice versa
Medicines have rules

RSHE Non-negotiables Y1

My feelings

Able to communicate about feelings

Recognise how others show feelings

Know how to respond to feelings

My body

Correctly name the main parts of the body

Using correct scientific terms for genitalia

My relationships

Understand the importance of listening to other people

Playing and working cooperatively

Strategies to resolve simple arguments through

My beliefs

Identify and respect the difference and similarities

My rights and responsibilities

Understanding how some diseases are spread

Knowing people have the right to be protected from

Knowing people have the responsibility to protect others

Asking for help

Identify the people who look after them

Identifying who they go to if they are worried

Knowing how to attract attention

Healthy Eating 114-116

Recognise importance of food and meals

Understand good hygiene needed

Awareness of need for balanced diet

Understand long term outcomes of healthy eating

Keeping myself safe 154-158

Knowing where they live, where they are going, who is in charge and when they are responsible

Healthy Lifestyles 104-109

Recognise and value difference in their own and others' lifestyles and cultures relating to health

Components of a healthy lifestyle and increased

Up-to-date info needed to make informed choices

RSHE Non-negotiables Y2

My feelings

Recognise and celebrate their strengths and achievements

Able to set simple but challenging goals

My body

Recognise how they grow and change as they become older

My relationships

Recognise different types of teasing and bullying

Understanding that these are wrong and unacceptable

My beliefs

Identify the ways in which people and families are unique

Understanding there has never been and will never be another them

My rights and responsibilities

Can judge what kind of physical contact is acceptable and comfortable

Can judge what kind of physical contact is uncomfortable and how to respond

Asking for help

Know the difference between secrets and surprises

The importance of not keeping a secret that makes them feel uncomfortable, worried or afraid

What makes places healthy or not healthy? 111-141

Recognising we all have the right of access to a safe, healthy environment

With this comes responsibilities to stop and think

Keeping safe 159-170

Widening understanding of accidents and their causes

Recognising difference between rules and laws

Recognising and valuing people and organisations who work to keep children safe

Recognise growing sense of responsibility

Where does my food come from? 118-120

Awareness of need for balanced diet

Understand long term effects of healthy eating

RSHE Non-negotiables Y3

My feelings

Identify their strengths

Set aspirational goals for themselves

Understand how this contributes to high self esteem

My body

Know how their body may change as they grow and develop

Know how to care for their body

Celebrate their uniqueness

My relationships

Recognise a wide range of relationships

Recognise the positive attributes of healthy relationships

My beliefs

Challenge gender stereotypes

Understanding there is not one way to be a boy, or one way to be a girl

My rights and responsibilities

Understanding of the right to protect their body from unwanted touching

Asking for help

Identify the difference between secrets and surprise

Knowing when it is right to break a confidence and share a secret

Taking responsibility for my healthy lifestyle 22-26

Understand what makes a school environment healthy and happy

Recognising their growing responsibility in this

Knowing how to recognise and deal with pressure and persuasion from advertising, media and people around them

Extend language of feelings especially in standing up to people.

World of Drugs 55-76

Heightened awareness of what goes into our bodies intentionally and unavoidably

Understand impact of substances, inc legal and illegal drugs

Dependency and addiction

Investigate cigarette smoke, smokers and skills of refusal

Understand short and long term consequences

Healthy Body 36-45

Understanding that body systems work together

Developing healthy lifestyle now is an investment for the future

Factual info about their bodies

Heightened awareness of what goes into our bodies intentionally and
unavoidably+A38:C50

RSHE Non-negotiables Y4

My feelings

Recognise and respond to a wide range of emotions in themselves

Recognise and respond to a wide range of emotions in others

My body

Reflect on how their body has changed

Anticipate body changes and understand some are related to puberty.

My relationships

Able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond

My beliefs

Recognise differences and similarities between people arise from a number of factors including family and personal identity.

My rights and responsibilities

Knows marriage is a commitment freely entered into by both people.

Knows no one should marry if they don't absolutely want to or are not making the decision freely themselves

Asking for help

Recognise when they may need help to manage a situation and have developed skills to ask for help

Lifestyles and cultures 145-176

Understanding discrimination

Learning to respect and value themselves and others

Differentiate between positive self image and media images

Feelings, loss, separation and relationships 30-

Strengthening understanding of strong feelings that can affect health and happiness

Dealing positively with disturbing experiences

Develop a language of feelings

Mental health rests on having good relationships

Knowing where and how to get help

My Healthy Body 46-52

Recognise there are skills they can learn and practise in all areas of their health and all body systems are interrelated

RSHE Non-negotiables Y5

My feelings	
Can anticipate how their emotions may change as they approach and move through	
My body	
Can anticipate how their body may change as they approach and move through puberty.	
My relationships	
can identify healthy relationships and recognise the skills to manage and maintain	
My rights and responsibilities	
Have strategies for keeping safe online	
Knowing personal information including images of themselves and others can be shared without their permission.	
Asking for help	
Have considered how to manage accidental exposure to explicit images and upsetting	
This includes who to talk to about what they have seen.	
World of Drugs 201-226	
Understanding the use of tobacco, alcohol and other drugs is increasing	
Reasons given to justify taking these substances	
Impact of legal/illegal drugs on physical and mental health	
Meaning of addiction	
Risks of consuming illegal drugs and risks of combining drugs and alcohol	
Keeping myself safe 227-262	
Understanding main dangers to their personal	
Categorising dangers	
Increasing skills and confidence in own abilities to cope	
Laws	
Resist pressures	

RSHE Non-negotiables Y6

My feelings

Can recognise how images in the media including online do not always reflect reality and can affect how people feel about themselves.

My body

Can explain what sexual intercourse is and how this leads to reproduction

Using the correct terms to describe male and female genitalia

My relationships

Realise the nature and consequences of discrimination, including the use of prejudiced language

My beliefs

Know some cultural practices are against British law and universal human rights, including FGM

My rights and responsibilities

Have an awareness that infections can be shared during sexual intercourse and that a condom can

Asking for help

Develop the confidence and skills to know when, who and how to ask for help independently, or with

To be added

- Crucial Crew
- Enterprise Week
- Careers Week

Tier 2 and Tier 3 vocabulary for RSE

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Washing Brushing Getting dressed Boy Girl	Washing Brushing Getting dressed Clean Boy Girl Same Different Face Hair skin	<ul style="list-style-type: none"> • Washing • Brushing • Get dressed • Clean • Boy • Girl • Penis • Vagina • Same • Different • Physical characteristics • Gender • Hair • Face 	<ul style="list-style-type: none"> • Similar • Different • Sex • Gender roles • Stereotypes • Boy • Girl • Male • Female • Body parts • Penis • Vagina 	<ul style="list-style-type: none"> • Similar • Different • Male • Female • Body parts • Penis • Vagina • Comfortable • Uncomfortable • Body parts • Like • Dislike • Touch • Hug • Kiss • Family • Fostering • Adoption • Relationship • Stereotypes • Gender roles 	<ul style="list-style-type: none"> • Puberty • Lifecycle • Reproduction • Physical • Pregnancy • Breasts • Sperm • Egg • Pubic hair • Emotions • Feelings 	<ul style="list-style-type: none"> • Puberty • Physical changes • Emotional change • Moods • Menstruation • Periods • Tampons • Sanitary towels • Wet dreams • Semen • Erection • Sweat • Breasts • Spots • Pubic hair • Facial hair • Underarm hair • Sexual feelings • Privacy • Human rights • Protection • Female Genital Mutilation 	<ul style="list-style-type: none"> • Womb • Sperm • Egg • Conception • Fertilisation • Pregnancy • Sexual intercourse • Twins • Fostering • Adoption • Relationship • Friendship • Love • Consent • Intimacy • Privacy • Human rights • Protection • Female Genital Mutilation

By the End of Secondary School:

Families	<p>Pupils should know</p> <ul style="list-style-type: none">• that there are different types of committed, stable relationships.• how these relationships might contribute to human happiness and their importance for bringing up children.• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.• why marriage is an important relationship choice for many couples and why it must be freely entered into.• the characteristics and legal status of other types of long-term relationships.• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.

	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. what constitutes sexual harassment and sexual violence and why these are always unacceptable. the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.
Online and media	<p>Pupils should know</p> <ul style="list-style-type: none"> their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. not to provide material to others that they would not want shared further and not to share personal material which is sent to them. what to do and where to get support to report material or manage issues online. the impact of viewing harmful content. that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. how information and data is generated, collected, shared and used online.
Being safe	<p>Pupils should know</p>
	<ul style="list-style-type: none"> the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

Intimate and sexual relationships, including sexual health	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others. • that they have a choice to delay sex or to enjoy intimacy without sex. • the facts about the full range of contraceptive choices, efficacy and options available. • the facts around pregnancy including miscarriage. • that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help). • how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. • about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. • how the use of alcohol and drugs can lead to risky sexual behaviour. • how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.
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Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to talk about their emotions accurately and sensitively, using appropriate vocabulary. • that happiness is linked to being connected to others. • how to recognise the early signs of mental wellbeing concerns. • common types of mental ill health (e.g. anxiety and depression). • how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • the similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and

	<p>information is targeted at them and how to be a discerning consumer of information online.</p> <ul style="list-style-type: none"> • how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. • the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. • about the science relating to blood, organ and stem cell donation.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are prescribed but still present serious health risks. • the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (late secondary) the benefits of regular self-examination and screening.
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	<ul style="list-style-type: none"> • the facts and science relating to immunisation and vaccination. • the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none"> • basic treatment for common injuries. • life-saving skills, including how to administer CPR.¹⁵ • the purpose of defibrillators and when one might be needed.
Changing adolescent body	<p>Pupils should know</p> <ul style="list-style-type: none"> • key facts about puberty, the changing adolescent body and menstrual wellbeing. • the main changes which take place in males and females, and the implications for emotional and physical health.