



EPR and RSE Skills Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship and Financial Education	<ul style="list-style-type: none"> To develop their sense of responsibility and memberships of a community. To remember and follow rules. To find solutions to conflicts and rivalries. To talk about their feelings using a range of vocabulary. To identify their own feelings. To see themselves as a valuable individual. To begin to moderate their own feelings. To manage own personal hygiene. 	<ul style="list-style-type: none"> Classroom rules. Fair and unfair. Kind and unkind. That we all have different likes and dislikes. Playing and working cooperatively. Where money comes from and what it can be spent on. 	<ul style="list-style-type: none"> Sharing opinions. Offering feedback and support to others. Respecting differences between people. A language to describe feelings. Feelings and actions are two different things. Ways to look after our environment. About what harms and improves the world in which they live. The role of money in their lives, how to keep it safe and make choices on what to spend it on. 	<ul style="list-style-type: none"> Recognise own achievements, strengths, aspirations and goals. Strategies to develop self-confidence and self-esteem. Listen and respond respectfully to a range of people. Responsibilities at school, home, community environments. Resolving differences. How to manage money. 	<ul style="list-style-type: none"> Investigate the way people use God's gift of creation. Conflicting responsibilities. How to manage their money and about being a critical consumer. 	<ul style="list-style-type: none"> Strategies to resolve disputes and conflict. What being part of a community means, explore concept of democracy. Understanding of the concepts of 'Interest', 'Loan', 'Debt' and 'Tax'. 	<ul style="list-style-type: none"> Range of national, regional, religious and ethnic identities in the UK and beyond the importance of living in right relationships with one another. Recognise their worth as individuals. Explore and critique how the media presents information. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves. Skills that make some 'enterprising'. Benefits of saving for future needs.



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Anti-bullying	<ul style="list-style-type: none"> To show resilience and perseverance in the face of challenge. To express their feelings and consider the feelings of others. To begin to moderate their own feelings. To think about the perspective of others. To follow instructions involving several ideas and actions. To know that physical activity helps health and well-being. 	<ul style="list-style-type: none"> Communicating feelings. How their behaviour affects other people and that there are appropriate and inappropriate behaviours. That choices have consequences. Taking responsibility for their own actions. That saying sorry is important and can help mend broken friendships. 	<ul style="list-style-type: none"> Honest, able to tell the difference between truth and lies. Forgiving, able to say sorry and not hold grudges against those who have hurt them. Different types of teasing and bullying which are wrong and unacceptable. Who to go to if they experience or witness bullying. 	<ul style="list-style-type: none"> To extend their vocabulary to deepen their understanding of the range and intensity of their feelings. Deepen understanding of forgiveness and reconciliation. Consequences of aggressive and bullying behaviour on individuals and communities. 	<ul style="list-style-type: none"> How to form and maintain positive and healthy relationships. Strategies to use when relationships go wrong. Techniques for resisting pressure to do something that they believe to be wrong. 	<ul style="list-style-type: none"> Sources of pressure to behave in certain ways. Differences between people based on family, cultural, ethnic, racial and religious diversity, age, sex, and disability. Recognise and challenge stereotypes and prejudice. 	<ul style="list-style-type: none"> The nature of consequences of discrimination, teasing, bullying and aggressive behaviours, including cyber bullying. Understand the impact of their actions locally, nationally and globally. Effects of stereotyping on individuals and the community, and how to minimise this.
Drugs Education	<ul style="list-style-type: none"> To be a safe pedestrian. To know about sensible amounts of screen time. To set and work towards simple goals. To consider the feelings of others. 	<ul style="list-style-type: none"> How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands. Rules that keep us safe. 	<ul style="list-style-type: none"> Responsibilities they have for their own health and the health of others. Learn that medicines are drugs but not all drugs are medicines. 	<ul style="list-style-type: none"> Focus on tobacco. Substances which harm the body. Choices we can make. Make informed choices that have an impact on their health. Some behaviour is unacceptable, 	<ul style="list-style-type: none"> Focus on alcohol. Ways that harmful substances can enter the body. How to protect their body from harmful substances. 	<ul style="list-style-type: none"> Which commonly available drugs are legal and illegal, their effects and the associated risk (tobacco, alcohol, solvents) What positively and negatively affects their physical, mental and emotional 	<ul style="list-style-type: none"> Techniques to build resilience in order to identify and resist unacceptable pressure from a variety of sources. Resist pressure from friends and others with regard to



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	<ul style="list-style-type: none"> To understand how others might feel. 	<ul style="list-style-type: none"> Simple choices that can improve our health. That medicines can be harmful if not used properly. 		<p>unhealthy or risky.</p>		<p>health (including the media)</p> <ul style="list-style-type: none"> Sources of help and support. 	<p>tobacco, alcohol and drugs.</p> <ul style="list-style-type: none"> Learn which commonly available substances and drugs are legal and illegal, their effects and risks.
<p>Personal Safety, Death and Loss</p>	<ul style="list-style-type: none"> To express their feelings and consider the feelings of others. To identify and moderate their own feelings. To think about the perspectives of others. 	<ul style="list-style-type: none"> Describing feelings. Strategies for managing feelings and behaviour. Who to go to if they are upset. What makes us feel uncomfortable. How we may feel about loss and change. 	<ul style="list-style-type: none"> To use simple rules for resisting pressure when they feel unsafe or uncomfortable. When to say 'yes', 'no', 'I'll ask' or 'I'll tell'. The difference between secrets and surprises and the importance of not keeping adults secrets, only surprises. The difference between good and bad secrets. Using simple rules for resisting pressure when they feel unsafe or uncomfortable. Church rituals that mark loss, 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable or unacceptable and how to respond. Importance of seeking and giving permission in relationships. Explore changes that loss brings to themselves and others. Be aware that death leads to 'new life' with God. Become aware that the Church has rituals and ways of dealing with death. 	<ul style="list-style-type: none"> When it is right to 'Break a confidence' or 'Share a secret'. Change, including transitions, loss, separation, divorce and bereavement. Strategies for dealing with emotions and feelings that come with death and loss. 	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable and unacceptable and how to respond. To be able to talk about relationships and how to seek advice from significant adults. To keep asking for help until they are heard. Understand that grieving (death, separation, and divorce) is a process. 	<ul style="list-style-type: none"> The concept of 'Keeping something confidential or secret', when we should or should not agree to this. Know that there are helping agencies to support families and individuals in time of loss.



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			death and change.				
Sex and Relationships Education	<ul style="list-style-type: none"> To know about and talk about healthy eating. To develop their sense of responsibility and membership of a community. To understand rules and find solutions to conflicts. To think about the perspective of others. 	<ul style="list-style-type: none"> Hygiene. Names of parts of the body. Similarities and differences between girls and boys. Celebrations for births. Needs of babies. Loving relationships in a family. Characteristics of positive and negative relationships. Importance of seeking and giving permission in relationships. 	<ul style="list-style-type: none"> Growing from young to old. Recognising male and female (Naming private parts for purposes of safeguarding NSPCC resources PANTS) Family groups. Recognising different family structures and they should be respected. Ideal of a loving Christian marriage. Their input in creating a loving family. The importance of spending time with your family. Families should be a place of love, security and stability. 	<ul style="list-style-type: none"> Main stages of human life cycle from birth to death. Why parents must care for their families. Explore ways in which their actions can spoil loving family relationships. How to make informed choices in relationships and that choices have positive, neutral and negative consequences. Explore rituals celebrated in church, marking birth, marriage and death. 	<ul style="list-style-type: none"> The life cycle from conception to birth. Learn about themselves as a child of God and their body as God's gift to them. Continue to explore the sacrament of marriage as an expression of love. 	<ul style="list-style-type: none"> Changes in the body and in emotions during puberty. Their emotions may change as they approach and as they grow and move through puberty. Different types of relationships among friends and families and to develop skills needed to be effective in relationships. Extend their vocabulary to deepen their understanding of the range and intensity of their feelings. 	<ul style="list-style-type: none"> Know the basic biology of human reproduction within the context of marriage. The names of the main parts of the body, including identifying and correctly naming genitalia. (e.g. penis and vagina) The nature and role of menstruation in the fertility cycle. How human life is conceived in the womb. What is involved in bringing up children.
Healthy Lives Safety	<ul style="list-style-type: none"> To think about the perspective of others. To work and play cooperatively with others. 	<ul style="list-style-type: none"> Healthy lifestyles including physical activity, rest, healthy eating, dental hygiene. 	<ul style="list-style-type: none"> Importance of exercise and rest. Simple choices to improve their health and wellbeing. 	<ul style="list-style-type: none"> How to make informed choices that have an impact on their health. Stranger Danger. 	<ul style="list-style-type: none"> Explore how to maintain a healthy body by a balanced diet. E-safety: strategies for 	<ul style="list-style-type: none"> Be aware that balanced diet, exercise, hygiene and rest are necessary for maintaining a 	<ul style="list-style-type: none"> Ways to achieve a healthy body through diet, exercise, hygiene and rest.



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	<ul style="list-style-type: none"> • To develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> • Playing safely. • Sun Safety. • Safety in the home. • To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online. 	<ul style="list-style-type: none"> • Personal hygiene. • Road safety. • Fire safety. 	<ul style="list-style-type: none"> • Dangers in the local environment. 	<p>keeping physically and emotionally safe online.</p> <ul style="list-style-type: none"> • Risks within the home including gas and electrical safety. 	<p>healthy body and a healthy mind.</p> <ul style="list-style-type: none"> • To differentiate between the terms 'risk', 'danger', and 'hazard'. • Road safety. • Basic first aid skills. 	<ul style="list-style-type: none"> • Responsibility to keep themselves and others safe. • Strategies for keeping physically and emotionally safe online. • How to stay safe around railway lines.
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