

# Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
<b>EYFS</b>	Feelings and emotions – our own and those of others. I belong. Family and friends. All about me. Me and my body. I am unique. Keeping our bodies and minds healthy. Self-Regulation.	Feelings and emotions – our own and those of others. Family and friends. Being safe. Self-Regulation. We're all different.	Friendship. Feelings and emotions – our own and those of others. Self-Regulation. Caring for ourselves. We're all different.	Feelings and emotions – our own and those of others. Keeping our bodies and minds healthy. Self-Regulation. I am unique	Family and friends. Feelings and emotions – our own and those of others. Keeping our bodies and minds healthy. Self-Regulation. Keeping Safe.	Friendship. Feelings and emotions – our own and those of others. Self-Regulation. Looking after ourselves. Keeping safe.
<b>Year 1/2 Cycle 1</b>	Forming friendships and how kind or unkind behaviours impact other people.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	Identifying who our special people are and how they keep us safe.	The different people in our families, and how families vary.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Year 1/2 Cycle 2</b>	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Similarities and differences between people and how to respect and celebrate these.	The different communities and groups we belong to and how we help and support one another within these.	What a family is (including difference and diversity between families), and why families are important and special.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Growing from young to old and how we have changed since we were born.
<b>Year 3/4 Cycle 1</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.

<b>Year 3/4 Cycle 2</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs.
<b>Year 5/6 Cycle 1</b>	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change including and menstruation.
<b>Year 5/6 Cycle 2</b>	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. * (Not in school policy) 1. How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.